

St Pauls Way Creche

Community Centre, 3 St Pauls Way, London, E3 4AJ

Inspection date

Previous inspection date

08/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff know children very well and have formed close bonds with them in a short period of time. This means that their emotional needs are met well.
- Staff plan effectively for babies and children. Plans are based on children's individual development needs and their interests, and consequently they make good progress in their learning.
- Staff work well as a team. There are effective processes in place for them to review their own performance and contribute to regular staff appraisals, which helps to drive continuous improvement.
- Staff are skilful at promoting the language development of all age groups, through good use of questioning and commentary.

It is not yet outstanding because

- There are a few missed opportunities to further develop children's understanding of healthy eating practices, for example by actively involving them in the preparation of their snack.
- When playing outside, non-mobile babies do not always have opportunities to engage in floor-level activities, to fully support their play and exploration.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation with a member of staff.
- The inspector looked at various records including observations of children and staff records.
- The inspector observed children as they played.
- The inspector talked to staff, parents and the manager at appropriate times during the inspection.

Inspector

Lesley Hodges

Full report

Information about the setting

St Pauls Way Creche registered in 2013 and is located on the ground floor of a purpose-built community building. The creche is for children of parents who attend courses run by Tower Hamlets College or Poplar Harca Housing Association. The creche is between the Poplar and Bow areas of the London Borough of Tower Hamlets. Children have access to the creche room and an enclosed outside play area. The creche is registered on the Early Years Register and the voluntary part of the Childcare Register. It operates Monday to Friday, term time only. The hours of opening reflect the days and times of the adult learning classes run for parents and are usually from 9.30am until 12pm and from 1pm until 3.30pm. There are currently three member of staff who work with the children on a permanent basis, with additional staff from the organisation supporting the creche as needed. The creche is part of the Matchbox Day Nursery Ltd organisation, which runs a nursery, sessional playgroup and creches within the local community. Staff work across the organisation and all staff hold childcare qualifications to a minimum of level three. The creche supports children who are learning English as an additional language. It receives support from a member of staff within the group who holds Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further children's awareness of healthy eating, for example by involving them in the preparation of their snacks.

- develop further ways for non-mobile babies to enjoy and explore outdoor play

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage, including the seven areas of learning. As a result, they provide stimulating activities based on children's current interests. Babies and young children enjoy exploring the environment. Caring, attentive staff welcome children warmly and have clearly built up close bonds with the children. This means that children enjoy their time in the setting and are relaxed when choosing from the good range of high quality equipment.

Staff plan effectively for children's next steps in their learning. They know children well and this means that they provide a variety of activities based on favourite themes. For

example, staff provide a range of creative activities such as drawing and painting as they know that particular children enjoy experimenting with different resources. Children make pictures and collages for their 'Wow folders' which they share with their parents. Staff keep relevant information on children's progress, with systems in place to complete progress checks for children at the age of two.

The setting is bright and welcoming. Children's art is displayed attractively and photographs of children are displayed at low level so that even the youngest children can look at them comfortably. Staff store resources in clear, low-level containers and this means that children can choose new activities that interest them.

Staff foster children's communication development well by asking appropriate and challenging questions of older children and providing gentle commentaries for babies as they play. These actions provide new words for children to learn. Staff encourage babies' early communication by repeating sounds and first words. They praise children's achievements by encouraging them to repeat words and experiment with new sounds. For example, babies and young children enjoy making noises when looking at animal books. Staff skilfully introduce counting with children and, as a result, children take an interest in numbers and spontaneously count as they play. These actions by staff help to prepare children for the next stages in their learning, for example as they move on to pre-school.

The contribution of the early years provision to the well-being of children

Staff know children well. Their caring and friendly approach fosters close bonds with the children who are clearly comfortable and relaxed. This helps them to learn as they enjoy choosing different toys. Parents comment that their children look forward to seeing the staff and enjoy sharing their pictures from home with them. As children attend for only a few sessions each week, staff place an emphasis on ensuring that children's emotional needs are met and they are clearly successful in this.

Routines such as snack time promote children's understanding of effective hygiene practice, as staff support all children to wash their hands before and after they eat. Children enjoy play in the outside area where they can choose from a range of activities. The area is secure and there is room to choose physical play including balls and ride-in cars. Staff provide a good range of activities including painting and sand play, although non-mobile babies do not always have opportunities to take part in floor-level activities when they play outside. Children can explore the wider area as they play in the local park and they enjoy collecting leaves and twigs to use in their creative play activities. This good use of daily outside play promotes children's healthy lifestyles and staff further promote children's well-being by providing healthy snacks. Children enjoy eating bananas and staff encourage babies to try new textures in their food by providing apples. Close supervision during snack time ensures children's safety. There are missed opportunities, however, for children to help with the preparation of their snack and develop their knowledge of what fruits look like when they are whole, so that they can be more aware of what they are eating.

Most children move on to the associated pre-school or nursery and staff have good partnerships with staff in these settings, which benefit the children. Staff liaise with key persons at the other settings to provide a relaxed move for children. When children attend more than one setting, the staff liaise to discuss children's favourite activities and how they are progressing. These actions provide solid continuity of care for children.

The effectiveness of the leadership and management of the early years provision

The provider and staff have a very secure understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. This is evident in the range of activities provided and staff knowledge demonstrated during the inspection.

There are good procedures in place to safeguard children. All staff have attended safeguarding training and are knowledgeable on procedures to follow if they have any concerns about a child in their care. The setting, including the outside area, is secure. Visitors are met by staff, which ensures that only known adults can enter the room where children are cared for. The provider ensures staff are suitable to work with children, carrying out suitability checks every three years. All staff have completed paediatric first aid training and this means that they can administer basic first aid to children should they need it.

Although this is a relatively new registration, the staff have been working together for a number of years and they demonstrate the attributes of good teamwork during the sessions. Staff members review their own performance and feed their observations into regular staff appraisals, which identify training needs and the strengths and weaknesses of the provision. This means that the team is committed to continuous improvement as they develop their practice. Staff have identified additional training to further improve their skills. For example, although they can use basic sign language at snack times, they would like to develop these skills so that they can support all children's communication development.

Staff work successfully with the local authority advisor and have embraced suggestions to simplify planning paperwork. This demonstrates a willingness to learn from others and enhance their skills. Staff share good practice with the associated settings and have identified other settings to visit so that they can expand their knowledge. Staff demonstrate their good understanding of the learning and development requirements as they monitor each child's progress and identify next steps for their learning, to ensure that all make the best progress possible.

Partnerships with parents and other settings that children attend are strong. Parents are highly complementary about the care their children receive. They comment that they can attend their courses in the knowledge that their children are being well looked after and are taking part in carefully planned and enjoyable activities.

The Childcare Register

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY455611
Local authority	Tower Hamlets
Inspection number	912903
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	24
Name of provider	Matchbox Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	02079876296

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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