

Loxford Children's Centre Nursery

St Lukes Courtyard, Baxter Road, Ilford, IG1 2HN

Inspection date

18/11/2013

Previous inspection date

17/09/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Each key person plans a unique programme of activities and experiences to promote children's development so they make good progress in their development.
- Staff promote inclusion throughout all aspects of the routine. Therefore, children develop positive levels of self-worth.
- The use of the premises both indoors and outdoors is given high priority as learning environments, to ensure all children play where they feel comfortable to do so.
- Staff use effective systems to exchange information with parents, to keep them involved and informed about their child's development and welfare needs.

It is not yet outstanding because

- The range and opportunities available for all children to explore information, communication and technology to broaden their learning in this area is not extensive.
- Staff do not use mealtimes to extend children's learning, including their understanding about healthy eating.

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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas used by children, including the resources.
- The inspector observed children engaged in a range of play activities indoors and outdoors.
- The inspector carried out a shared observation with the manager.
- The manager spoke to staff, parents and children.
- The inspector sampled required documentation.

Inspector

Shaheen Belai

Full report

Information about the setting

Loxford Children's Centre Nursery registered in 2004 and is managed by the London Borough Of Redbridge. The setting is purpose built and is situated in Ilford, within the London Borough of Redbridge. Children have access to three playrooms and associated facilities, with two outdoor play areas.

The setting operates Monday to Friday from 8 am to 6 pm, for 51 weeks of the year. There are currently 44 children in the early years age range on roll. The setting provides funded education for two-, three- and four-year-old children. The setting currently supports children with special educational needs and/or disabilities, and children learning English as an additional language. Children who attend the setting come from within the borough. The setting is registered on the Early Years Register and both parts of Childcare Register.

The setting employs 10 members of staff including the manager; all of these hold an early years qualification at level 3 and 4. The manager holds a degree in 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:

- increase opportunities in the use of information technology, to offer wider opportunities to the use of computers for all ages, printers, cameras and accessing educational programmes via the use of the internet
- extend the role of staff engagement at mealtimes, to be positive role models and use this time to further promote children's learning.

Inspection judgements

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

Children are progressing well in all areas of learning in relation to their starting points. The key persons obtain information about children's routines, learn what they can do and carry out settling-in observations. Staff undertake a range of observations to effectively track children's progress. They use systems that clearly identify the next steps in children's development or where further support is still required. Staff record children's achievements in their developmental profiles, which the key person regularly monitors and evaluates. This helps to ensure that children continually make good progress. Staff successfully identify ways to help children move forward and use this to inform the

planning of future activities. Consequently, planned events are interesting and challenge the children to promote their development. The staff support children by using focused activities to teach specific individual skills they need support with or offer more challenging play. The organisation of resources indoors and outdoors, promotes high levels of independence and allows children to build on their learning experiences. Staff work closely together, and take children's views into account to develop plans which are individualised for each child. Staff are confident in their skills and knowledge to undertake required assessments of children's learning and development. For example, the progress check for children aged two enables staff to identify any concerns and promote children's future. This allows both staff and parents to identify what further action is required. Positive links with the local school allow the staff to help children prepare for the move. As a result, all children make good progress towards the early learning goals and are well prepared for the next stage in their learning.

Throughout the setting, the staff demonstrate confidence in their teaching methods to support children's communication and language. For example, they take time to allow children to respond to questions and structure their sentences. Staff have attended relevant training in the use of phonics, helping children to learn to sound out letters. Children benefit greatly as the setting promotes the use of using key words in children's home languages. This ensures children can communicate their needs and staff are engaged in activities with them. The positive levels of staff interaction, the use spoken language, and the use of books and rhymes has a positive impact on children who start with no English. These children develop confidence in singing songs, repeating familiar words and phrases. Children are enticed into the cosy book areas, where they show a keen interest in books. They enjoy listening to stories with increasing concentration because staff read to them using varied tones. Staff use reference books to extend children's learning, for example, when they want to learn more about dinosaurs. Early writing is promoted through painting, drawing and the range of writing materials provided. The unique planning of activities ensures each child has access to a range of learning environments. For example, young infants are taken to visit the sensory play environment in a neighbouring children's centre.

Older children have daily access to the use of the computer. This enables children to develop skills to use the keyboard or the touch screen function. However, not all age groups have access to the computer at all times. They are not able to explore the internet to extend their learning, or have the opportunity to print out the pictures they create on screen. Staff promote children's interest in expressive art and design. For example, their art work and creations are displayed throughout the setting. Staff enable children of all ages to use their imaginations through pretend play. Staff develop and adapt the role play area to provide variety and to reflect children's interests.

There is a very good focus on outdoor play, which children thoroughly enjoy. Staff teach children to refine their physical skills, enabling them to develop their self-confidence. They climb on equipment, explore gardening activities and engage with staff in games of chase. Staff enable children to explore the natural world, and extend their knowledge and understanding about living things, prompted by the worm the children find. The strong progress children make in their learning helps to ensure they are well prepared for the

next steps in their learning, such as school nursery or reception class.

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

Children are clearly happy, settled and have an enjoyable time at the setting. Staff have made a welcoming environment by displaying a range of photographs and children's pictures. Play activities are inviting and readily available. The children benefit from the positive levels of interaction all staff provide. Children have made positive relationships with other children and this is evident as they wait to play together or find toys for their friend. As staff work closely as a team, children's immediate needs are well attended to because staff are well informed about their needs, family events and routines. Staff are warm and affectionate with the children, greeting them with genuine interest and delight when they arrive at the setting. Children confidently explore their environment and express their wishes, including making independent choices about their play. As a result, children feel safe and secure and have a strong sense of belonging. The good quality, age-appropriate toys and resources are well deployed. Staff provide children with a wide range of resources to choose from throughout the setting. For example, they enjoy sensory play resources, role play, large physical play for all ages and messy play.

Staff collate information on registration forms so they are aware of children's likes and dislikes, and any special dietary and medical requirements. Medical needs are fully discussed to ensure that staff attend relevant training for administering specific medication and know what to do if any child has a specific condition. Where special requirements are identified, staff work in partnership with other professionals and parents to ensure that a consistent approach is taken.

Staff teach children about good hygiene practices, by setting good examples and providing clear explanations. For example, they sensitively explain why it is not acceptable to put shoes on the breakfast table. Children benefit from a healthy menu for main meals and snacks, where they are encouraged to serve themselves and have additional helpings. Mealtimes are social occasions where children enjoy eating together and chatting to one another and staff. However, staff do not sit and eat with the children. Consequently, they miss opportunities to discuss the benefits of healthy eating and to use the routine to extend children's learning. Children rest according to their needs, with each child having their own bedding. Staff know how the children like to settle for sleep and any comforters they may require.

Staff remind children about safety issues, such as the potential danger of running indoors. As a result, children are developing a good understanding about how to keep themselves and others safe. The children are taught about the rules of being kind to each other, sharing and taking turns in their play. The use of visual props encourages all children to learn about the expectations of good behaviour. Staff are good role models for children, who feel valued and gain confidence and self-esteem through praise and encouragement. There are opportunities in the daily routine for children of mixed ages to socialise and for siblings to be together. This ensures there is harmony amongst the children, nurturing

skills are developed and further strengthens bonds amongst siblings.

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

Arrangements for safeguarding children are robust. Staff have a good understanding of their roles and responsibilities for safeguarding children, including liaison with appropriate agencies supported by designated safeguarding officers. Robust procedures are in place for the recruitment, vetting and induction of staff, students and agency staff to ensure suitability. Records are in place to support this. The thorough risk assessments for the setting help keep all children safe. The staff practise the evacuation procedures with the children frequently and maintain a record of accidents. These are reviewed to identify and potential risks to keep children safe. Staff are vigilant and keep good records, including a visitors record, and attendance records of children and staff. This effectively promotes the welfare of children and enables them to feel settled and secure at the nursery. A comprehensive range of policies and procedures are in place. Management and the staff regularly review these at team meetings to ensure that they are fully understood.

Management have a secure understanding of the legal requirements, including the need to inform Ofsted and other agencies of any significant events. All staff, including agency staff, bank staff and students, demonstrate a secure understanding of safeguarding procedures, including their roles and responsibilities to protect children.

Staff involve parents in their children's learning through sharing information about their child's progress and achievements. Parents have access to their child's developmental records. Staff exchange of information daily and during more formal parent's meetings. Parents are encouraged to contribute to the progress check at age two, to help staff provide an accurate assessment of what children can do. Informative notice boards, newsletters and meetings keep parents informed of events at the setting. Parents comment positively about the staff, their children's development and the skills their child gains since being at the setting.

Partnerships with parents, other providers, professionals and agencies connected to the children are very good. The management has procedures in place to share information with other settings the children attend. This supports continuity and consistency in children's experiences and learning. Staff take time to get to know children and their families through good settling-in arrangements. Consequently, staff are able to meet children's individual and additional needs effectively.

The management team is keen to continuously improve and evaluate the delivery of their service, including children's learning and development. They have action plans in place and are currently working on developing the outdoor environment with additional resources they have purchased. The manager visits other children's centres within the cluster area to observe and share good practice. She uses the knowledge gained from staff observations to identify staff's strengths and areas for development. A programme of continuous professional development enables staff to provide good quality teaching to

children. Management seek parents' views through questionnaires, and these are used well to improve aspects of the service, such as outdoor play and menu planning. Staff are very competent in their designated roles. They are motivated, enthusiastic and work together professionally and in harmony to ensure they promote children's welfare, learning and development needs are effectively met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY289042
Local authority	Redbridge
Inspection number	922522
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	44
Name of provider	London Borough of Redbridge
Date of previous inspection	17/09/2012
Telephone number	0208 5141771

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

