

# William Bellamy Children's Centre Nursery

William Bellamy Childrens Centre, Frizlands Lane, DAGENHAM, Essex, RM10 7HX

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 19/11/2013 |
| Previous inspection date | 14/02/2012 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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

- Children are active learners and enjoy choosing their play activities from a wide range of good quality resources.
- Staff welcome children individually and take time to enquire about their well-being. This creates a positive environment where children feel valued.
- Staff know children well. Planning for all children, including those with special educational needs and/or disabilities, is tailored to meet children's individual needs.
- Children can choose to play in the well resourced outside area for large parts of each day. Resources cover all areas of learning.

### It is not yet outstanding because

- Some staff do not always give children plenty of time to think about and form their responses to questions.
- Book areas are inviting but do not include the widest range of books for children to explore lots of different kinds of written material.

## 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.

## Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed children as they played in all rooms and the outside play area.
- The inspector examined a range of documents including children's development records and planning sheets.
- The inspector spoke to parents, children, staff and managers at appropriate times of the day.

## Inspector

Lesley Hodges

## Full report

### Information about the setting

William Bellamy Children's Centre Nursery registered in 2011. The nursery is one of 11 early years settings managed by Chestnut Nursery Schools . The nursery operates from a purpose built premise adjoining a primary school and Children's Centre. It is located in Dagenham, in the London Borough of Barking and Dagenham. The nursery serves the local community and is open each weekday between 8am and 6pm all year round. The nursery is registered on the Early Years Register. There are currently 126 children in the early years age group on roll. The setting receives funding for the provision of free early education for two-, three-, and four-year-old children. There are 16 members of staff, all of whom hold early years qualifications, including one with Early Years Professional Status. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language.

### What the setting needs to do to improve further

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

- support all staff to develop their questioning skills further, to skilfully question the children and allow more time for children to respond
  
- expand the range of books available for all children to include photo books and dual language books so that children can choose to look at these during their quiet times.

### Inspection judgements

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

Children clearly enjoy their time at the nursery. The environment is bright and welcoming and available activities cover the seven areas of learning well. All staff and the management team have a good understanding of how children learn. They plan activities which are based on observations of how children play and this means that the children enjoy their learning. For example, staff observe that older babies enjoy playing with dinosaurs and they then plan an activity with dinosaurs and sand. Older children use a large cardboard box in a child initiated role play game to develop their imagination skills. Staff skilfully introduce mathematical and descriptive language into children's play to extend their vocabulary. Staff enhance children's communication development by providing commentaries and asking appropriate questions. However, on occasion, staff do not give younger children plenty of time to think about, and form their answers. Children use mathematical language often in their play. For example, they make a birthday cake and tell staff how many candles they are placing on it. Children can choose from a range

of books in the attractive book areas. However, although older babies enjoy looking at displays of photographs of family members, these are out of reach and children are not able to explore photographs in book form when they choose to.

Staff observe children regularly and make accurate assessments of their learning. They share children's learning through strong partnerships with parents who attend parents meetings and make contributions to planning. Staff describe planned activities with older babies to develop their communication skills. These are based around previous observations of children's favourite activities. As a result of these actions, all children make good progress in their learning.

Children with special educational needs and/or disabilities are supported well. Caring staff work closely with parents and outside agencies on strategies for learning which suit individual children. This means that children gain confidence in their abilities and are keen to develop new skills and try new challenges. The special educational needs coordinator knows children and their needs very well and she works closely with all parties to coordinate the learning for children, regularly updating the manager of scheduled meetings and individual learning plans. These meetings help the manager to monitor children's progress and the work of her staff. The nursery has planned well for staff changes so that children have continuity of care.

Staff expertly support those children who learn English as an additional language. Parents supply key words in home languages so that children can become familiar with daily routines. The manager demonstrates good knowledge of how children learn in different languages and can guide parents if they need reassurance.

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

Children and staff have clearly formed close bonds. Babies snuggle into staff for a cuddle when they are starting to get tired and enjoy sitting with staff for stories. Staff are caring when settling new children in. They use their previous observations of favourite activities to settle children down if they are upset. There is a well-established key person system and all parents know their child's key person. Parents comment that they always feel welcome to discuss any matters relating to their child's well-being and development.

Staff are good role models and they provide a relaxed atmosphere in the nursery which is calming for children. As a result, children's behaviour is good. Staff gently remind children about being kind to each other and they welcome all children with individual comments and questions about their well-being. Staff are knowledgeable about the behaviour strategies in place if children do engage in unacceptable behaviour. Staff support children's growing independence skills and awareness of their environment. For example, staff explain that spilled sand is slippery and children enjoy helping to clear it up. Staff encourage younger children to manage their care needs, appropriate to their ages. These small tasks include wiping their nose and carefully disposing of the tissue.

For long periods, children can choose to play in the large outside area which is well

resourced. All children play outside and can choose from a range of activities to cover the seven areas of learning. The area is well resourced to support all children's physical skills and children can also choose to look at books, play with role play equipment or experiment with making marks on large pieces of paper or chalk boards. This regular access to fresh air supports children's healthy lifestyles. Staff further support children's health by providing nutritious snacks and meals.

Staff prepare children for the next stage in their learning in a range of ways. Older children take part in activities to develop their awareness of letter names and sounds to prepare them for school. Staff support younger children when they move into different rooms. Children spend time in both rooms with their key person which meets their emotional needs during this time.

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

The manager fully understands the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. All staff are vetted as suitable to work with children and the recruitment procedures are robust. Staff fully understand the safeguarding policy adopted by the setting and this is because training and induction procedures are effective. The nursery is secure. Parents and visitors are greeted by a member of staff who lets them in and visitors sign in so that a reliable record is kept. Children's records are well kept to promote their safety and well-being.

The manager uses a range of effective methods to monitor staff performance. She carries out regular supervision meetings when staff can ask questions about any areas they are unsure of. Training needs are identified during these individual meetings and staff also attend in house training as a whole group so that they can discuss good practice with each other. The manager also observes staff as they work in the nursery and gives clear and useful feedback so that staff can improve their practice. Self-evaluation is a continuous process at the nursery and takes into account the views of staff and parents. The manager has completed a development plan for the nursery and many of the areas listed have already been acted upon. Further training is planned for all staff and the manager regularly updates the plan demonstrating a commitment to continuous improvement.

The manager and various members of staff work well with outside agencies such as speech therapists to provide individual teaching and learning strategies for those children with special educational needs and/or disabilities. The manager also works effectively with the local authority advisors and other local nursery managers to monitor and improve the provision. Parents speak highly of the care given to their children and the communication they receive from all staff. They describe how the manager regularly keeps them informed of any changes to the nursery with regular newsletters and informal meetings. Parents particularly praise the friendliness of staff and how whole families feel welcome when they bring their children in each day. Parents enjoy the regular feedback they receive from staff and their involvement in their children's learning. This provides good continuity of care for

all children.

## 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

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Unique reference number</b>     | EY436388                         |
| <b>Local authority</b>             | Barking & Dagenham               |
| <b>Inspection number</b>           | 940066                           |
| <b>Type of provision</b>           | Full-time provision              |
| <b>Registration category</b>       | Childcare - Non-Domestic         |
| <b>Age range of children</b>       | 0 - 5                            |
| <b>Total number of places</b>      | 56                               |
| <b>Number of children on roll</b>  | 126                              |
| <b>Name of provider</b>            | Chestnut Nursery Schools Limited |
| <b>Date of previous inspection</b> | 14/02/2012                       |
| <b>Telephone number</b>            | 02087241914                      |

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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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