

Ingrebourne Neighbourhood Nursery

Ashbourne Road, Romford, Essex, RM3 7YT

Inspection date	20/11/2013
Previous inspection date	25/10/2011

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

- The nursery has a very effective system of observational assessment in place. Staff are knowledgeable about children's individual learning needs and support them well.
- Staff encourage children to make independent choices from a variety of interesting resources and activities. Children gain confidence and enjoy their learning.
- The nursery has good procedures in place to promote children's welfare. Children feel secure and content in the setting and they develop a real sense of belonging.
- The management team maintains a good capacity for continual improvement. The director monitors the provision effectively, in liaison with her managers, resulting in an ongoing development plan.

It is not yet outstanding because

- Staff do not make the most of circle times to offer a wide range of learning experiences that reinforce and extend children's learning in a group situation.

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

Inspection activities

- The inspector observed children taking part in a variety of activities.
- The inspector talked with members of staff and interviewed the director.
- The inspector sampled the nursery's documentation, in particular that relating to children's progress and safeguarding.
- The inspector took the views of parents into account.
- The inspector carried out a joint observation with the director.

Inspector

Jill Nugent

Full report

Information about the setting

Ingrebourne Neighbourhood Nursery registered in 2004. It operates from an old school building in Romford in the London Borough of Havering. Children have the use of four playrooms and several linked outdoor play areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open every weekday, from 8am to 6pm, all year round. Currently there are 150 children on roll in the early years age group. The nursery supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery employs 27 staff, the majority of whom hold appropriate early years qualifications. The director has 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:

- provide a wider variety of activities at circle times in order to engage children in more interesting and beneficial learning experiences.

Inspection judgements

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

Staff are very effective in meeting the learning needs of all children. Staff support children well during their free play. They join in with children, engage them in conversation and organise different activities, such as board games or painting. Staff help children to focus on what they are doing, encouraging them to explore further. In this way, children learn to concentrate and persist at a task. Staff ensure that their approach is inclusive and keep an eye out for any children who need more support to help them participate fully. Staff help children to follow up their own interests by facilitating choices, for example, helping children to mix paints to create pictures. In addition, they help children think through their chosen task so that children make a clear plan before starting on their idea. Children benefit from the opportunities to explore with good adult support and are happily engaged throughout the day.

Staff's activity plans for each playroom are comprehensive and clearly linked to children's learning needs. The plans include a variety of interesting activities on a particular theme and special focused activities to help individual children take their next step in learning. By offering children a limited range of choices staff are able to focus individual children on areas of learning which they need to develop further. This works effectively as it encourages children to learn through taking part in activities they enjoy. Staff talk with children afterwards to help them think about what they have learnt. In this way, staff

encourage children to be involved in assessing their own learning and to become aware of what more they might need to learn.

Staff support children in acquiring useful skills for their future learning, particularly in the areas of language, literacy and mathematics. There is a good emphasis on developing children's communication skills. Staff encourage children to enjoy books, to listen to stories and sing songs. Very young children develop a sense of rhythm as they try to copy actions to songs whereas older children are able to join in fully with words and actions. Children often choose books to share with an adult. They learn to use language in different ways when talking with staff and playing games. In addition, they become more aware of numbers, shapes and patterns. Staff organise circle times when children join in activities as a group, for example, stories and songs. However, staff are not always imaginative in their planning of circle times. They do not offer a wide variety of learning experiences for children in order to really engage them and extend their learning. This results in children becoming a little bored at times.

Children enjoy good opportunities to explore different materials and discover more about colour and texture. They discover how things move and change when using pieces of equipment to play games, for example, rolling marbles into a marble run or balls onto a 'mousetrap' board. Staff encourage children to look closely at living things in the natural environment, such as bugs and insects, and talk about them. Staff provide resources for children to express their own ideas in pictures and models, labelling these with children's own words to help them learn different ways of expressing themselves. An interesting feature of the nursery's educational programme is the provision of activities to help children gain a knowledge and understanding of the wider world. Not only do children celebrate cultural and religious festivals, they also celebrate important events in history, such as the first time Big Ben sounded in London, prompting them on one occasion to make their own clocks.

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

Children are very well settled and content. Staff prioritise children's well-being, ensuring that they feel safe and keep healthy. Children are well supported during the initial settling in period and quickly gain self-confidence. They are happy to explore the resources on offer and often become absorbed in their play. Younger children like the reassurance offered by staff who sit and play with them. Older children confidently approach staff with requests and often check with staff before moving on to another activity. Staff have positive behaviour management systems in place and promote good behaviour at all times. Consequently, children are fully aware of their boundaries. Their behaviour and attitudes are very good. They quickly make friends and learn to respect each other's needs.

The nursery's playrooms offer plenty of space for children to move around making choices. Staff encourage very young children to become aware of how their bodies move and offer much praise when children develop new physical skills. Older children enjoy moving around their outdoor play areas in different ways. For example, pre-school

children have fun dressed in rain gear running around with umbrellas or riding tricycles when the sun comes out. Children have good opportunities to play outdoors every day as each playroom has its own linked outdoor area, enabling staff to provide activities for each learning area outdoors as well as indoors. In this way, children can enjoy the experience of play and learning outdoors in the fresh air.

Staff organise snack and mealtimes well, encouraging children to be independent and adopt healthy eating habits. Staff make sure that children are secure when sitting at tables eating. At mealtimes, staff sit with children to encourage them to develop good social skills and enjoy their food. The cook provides a variety of healthy meals and regularly tries out different meals so that children can taste different foods. Children enjoy a selection of fresh fruit every day at teatime. Children learn to tidy up after themselves and to recycle materials when possible. They are attentive to staff and respond positively to instructions. They benefit from opportunities to explore independently or in a group, for instance, when working together to complete a large floor puzzle.

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

The provision for children is very well organised. The roles of the director, managers and assistant manager are clearly defined. This inspection was carried out as a result of concerns raised to Ofsted regarding the suitability of adults working with children. Ofsted carried out an investigation and set an action to train all staff to understand their safeguarding policy and procedure and ensure they implement the procedure when necessary to safeguard children. There are now effective procedures in place to promote the safeguarding of all children in the setting. The written policies are reviewed and updated regularly to ensure they include the correct information and guidance. Staff regularly update their training in safeguarding, and in child protection procedures, so that they know their responsibilities and exactly what to do if they have any concerns. They are efficient in maintaining all records relating to children's health and safety.

The director ensures that all staff undergo the necessary checks regarding their suitability to work with children. The management team carry out a wide range of risk assessments and safety checks on the premises each year. Staff make daily checks to ensure that the environment remains safe for children. Staff act as very good role models for children in maintaining a calm working environment. They supervise children closely around the building and are well deployed in each play area, which means that children always have an adult nearby wherever they choose to play. Consequently, children are actively encouraged to behave in ways that keep themselves and others safe.

There are exemplary systems in place for monitoring children's progress in learning, enabling staff to intervene and provide extra support if and when needed. The assistant manager has worked hard to develop a system of observational assessment that is both manageable and effective. She keeps a good check on staff's planning files to ensure that staff make observations of children in all areas of learning and plan relevant activities to move them on in their learning. In addition, she supports staff in developing their

expertise, for example, by encouraging them to think about how different groups of children learn or how they interact and communicate with children.

The nursery excels in its provision of information for parents regarding the early years. There is much information on display about the educational programme, including the different areas of learning and current themes. Staff make good use of white boards outside each room to add extra information on a daily basis. In addition, at the end of the day, they provide information about each child's participation and learning during the day. This helps parents to talk with their children about their day at nursery and therefore become involved in their children's learning. Staff liaise with parents when planning focus activities for their children so that any learning at home can be taken into account. They also exchange information when meeting with parents and keep in regular contact using link notebooks. All of these contribute to the nursery's strong working partnership with parents.

The nursery has close links with a children's centre, which operates from the same building. Staff are able to seek advice and support as well as discuss the needs of children and families. The director is involved in the continuing evaluation of the nursery provision and makes sure that the views of parents and staff are taken into account when updating development plans. Staff are encouraged to attend training courses and extend their professional development through gaining extra qualifications. Parents receive questionnaires regularly and the nursery's response to these is always made known to parents, making clear any resulting improvements. The nursery is continually improving outcomes for children and is regularly assessed by the local authority to ensure that they maintain their good standards of care.

The Childcare Register

The requirements for the compulsory 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	EY281343
Local authority	Havering
Inspection number	919138
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	107
Number of children on roll	150
Name of provider	Ingrebourne Day Nursery Ltd
Date of previous inspection	25/10/2011
Telephone number	01708 379 880

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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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