

# Cribs Day Nursery

Butchers Road, Canning Town, London, E16 1PH

<b>Inspection date</b>	22/11/2013
Previous inspection date	22/04/2013

<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

- Staff interact well with children offering them good care and education, and as a result children are happy and achieve well.
- Staff observe and assess children effectively, therefore supporting them in their next stage of learning through the use of detailed planning.
- The strong leadership and management of the nursery means that staff are supported well, and as a result practice is good.
- Staff offer children a good range of activities and resources which keep them interested and motivated to learn.

### It is not yet outstanding because

- Staff miss opportunities during mealtimes to extend children's understanding of a healthy diet through discussions about the food they are 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.

## Inspection activities

- The inspector observed children at play and staff's interaction with them.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.
- The inspector and the manager completed a joint observation of the children.
- The inspector spoke to staff, the provider, parents and the manager.

## Inspector

Caroline Preston

## Full report

### Information about the setting

Cribs Day Nursery registered in 2007 and is operated by a private individual. The setting is situated in Canning Town, within the London Borough of Newham. Children have access to three play rooms situated on the ground and first floor, and associated facilities. There is an outdoor play area. The setting operates each weekday throughout the year from 7.30am to 6.30pm. The setting is in receipt of funding to provide free early education for two-, three- and four-year-olds. There are currently 29 children in the early years age range on roll, attending both part-time and full-time sessions. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register. The setting employs eight members of staff, including the manager. All staff members hold appropriate early years qualifications to at least level 2 and the manager holds an early years degree.

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

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

- enhance children's understanding of what a healthy diet is through discussion during mealtimes.

### Inspection judgements

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

Staff offer children a good range of learning experiences which help them to develop and progress well. Children enjoy expressing their ideas and thoughts as they talk about and mix the ingredients for playdough. Children develop the texture of the playdough by adding water, observing the changes that occur and discussing these with staff who explain and question them about what they are doing. The good quality of teaching means that children progress in the activities they take part in, as staff encourage, model language and support children. Staff provide children with lots of opportunities to speak and listen, for example during story time sessions. Staff question children about the events and characters in the story and allow children time to think and respond individually. Children access the many writing tools and begin to write their own names and make various marks on the paper developing their writing skills.

Staff provide children with good opportunities to develop their physical skills and learn about the importance of physical exercise. For example, children enjoy climbing, running and riding bicycles outside. However staff miss opportunities to talk to children about the importance of healthy choices in relation to the food they eat during mealtimes.

Staff provide children with resources to support their mathematical understanding. For example, children design using construction bricks and learn about shape, size and number. Children enjoy waiting their turn to use the programmable hand-held computers; they are skilled at accessing programmes on the computer and learning how they work because staff support them effectively as they play. Staff provide good role play resources, therefore children use their imaginations dressing up and acting out different roles they know. Staff provide children with resources to plant and grow, therefore children learn about the natural world around them and how to grow vegetables. Children enjoy singing in small groups; they are confident and loud as they sing with staff who praise and encourage them.

Staff observe and assess children's learning from their starting points, working with parents during initial assessments and building strong key person relationships with them from the start. Staff support children with special educational needs and or/disabilities, helping them to progress well towards the early learning goals effectively. Staff encourage and share strategies with parents about their child's learning and development to be continued at home. For example through home links books and daily conversations. Staff support children who are learning English as an additional language well, for example using language pens, key phrases from the child's home background and through daily activities. Consequently, children feel included and their needs are supported well.

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

Staff build good relationships with children, meaning that children settle easily and happily into the nursery routine. This helps build their confidence, independence and self-esteem as they learn to adapt to the nursery, staff and other children. Staff are good role models. They are highly skilled, interact well with the children, are kind and courteous and affectionate toward the children. Staff are deployed well so that they meet the individual needs of the children. For example, they are always supervising and interacting effectively with children to support their learning. Children behave well and they know and understand the rules and boundaries of the nursery. This is because staff teach them to respect each other, take turns and share, for example during play with the small computers. Staff encourage children to take risks and learn about safety. For example when playing outside and exploring the garden, children learn to be aware of playing safely on the large apparatus.

Staff know and understand safeguarding procedures to protect children's welfare. They know how to identify any potential concerns and who to report to, if they need to in order to help keep children safe. Staff support children's understanding of a healthy diet by offering food that is home cooked and nutritious. They support children's good health by providing daily opportunities for exercise and fresh air. Children are independent when dealing with their own personal hygiene, as they use the bathroom when they need to and wash their hands afterwards, learning the importance of good hygiene routines.

The environment is well resourced and each playroom has been carefully prepared to offer children good learning opportunities in all areas, including outside. For example, staff

provide messy shaving foam activities and water activities outside on a cold winter's day, so that children can be creative outside as well. Staff visit local schools with children so they become familiar with their new teachers and the school environment. As a result, children are emotionally prepared for their next stage of learning.

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

Leadership and management of the nursery are good. The provider is present everyday and works closely with staff to meet the children's needs. She monitors their effectiveness with children through daily observations and undertakes supervisions and appraisals. Staff are encouraged to undertake further training to increase their skills and knowledge, which impacts well on the children as practice improves. The provider is aware of all the children's individual needs who attend the nursery and is involved with their planning and assessments. Therefore all children make good progress and the learning and development requirements are met well.

The provider meets the safeguarding and welfare requirements effectively. For example, all staff are robustly vetted so that they are suitable to work with children. Long-term students must undergo appropriate vetting checks to ensure they are suitable to work with children. However, short-term students, such as those on eight week placements do not undergo the same vetting but are never left alone with children or take any responsibility of children. Consequently children keep safe at all times in the nursery. All students are inducted so that they understand the nursery's policies and procedures which they sign to state they understand. Staff support students in their care of the children and they explain what is expected of them in the playrooms. Most importantly they support students in interacting with the children as staff observe and supervise them. Students are expected to help staff to tidy away and clear up during daily routines only. They are never asked to undertake duties that staff carry out as part of their role for example, specific cleaning.

Staff ensure they supervise children well during sleep times so that children are safe and secure and observed as they sleep by staff. Staff carry out detailed risk assessments both indoors and outside so that any potential hazards to children are removed, and children are safe. Staff carry out fire drills with children so that they learn about their own safety in the event of an emergency. All necessary fire safety equipment is in place to support children's well-being. Staff accurately maintain records for accident and the administration of medication to safeguard children in line with the nursery's policy. They share this information with parents so they are fully aware of the care their children receive. The nursery's public liability insurance is current and displayed for parents to view. All staff are first aid trained to support them in their care of the children.

The provider works hard to improve her service by using her self-evaluation systems to identify any weaknesses and make improvements in the provision for children. For example improving ways to inform parents of their child's learning because parents cannot always attend parents' evenings due to work commitments. The provider has also introduced the Pathway to Quality, which is a quality assurance scheme aimed at looking

at reflection of all areas of practice and improving them. Staff work professionally and effectively with parents, offering daily feedback and updates on their child's progress and development. Staff also liaise and work effectively with outside agencies to meet children's individual needs.

## 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>	EY349473
<b>Local authority</b>	Newham
<b>Inspection number</b>	941853
<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>	27
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Valerie Yewande Ajala
<b>Date of previous inspection</b>	22/04/2013
<b>Telephone number</b>	0207 4744844

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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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