

# Abbs Cross Day Nursery 4

Lowen Road, Rainham, Essex, RM13 8QD

<b>Inspection date</b>	10/01/2014
Previous inspection date	27/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 have strong emotional attachments with staff who are kind and attentive to their emotional needs.
- The key person role is securely developed so that they provide care and emotional support consistently for children and so that they are paired with a 'buddy' who can step in when the key person is not present.
- Children's welfare is effectively promoted through robust safeguarding procedures which help to keep them safe.
- Staff have created an environment that is rich in interesting displays that remind children of what they have experienced, including pictures and photographs showing familiar events, objects and activities.
- The management team with support from the provider use self evaluation well to identify and plan where development and improvement is best targeted and how this will be achieved.

### It is not yet outstanding because

- Staff record some key words in children's home languages; however, there is less emphasis on providing opportunities for children to use their home language within their play and learning.

## 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 observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector examined documentation including a representative sample of children's records, risk assessments, safeguarding policies and procedures, and staff suitability records.
- The inspector held discussions with the manager and provider and carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Catherine Greene

## Full report

### Information about the setting

Abbs Cross Day Nursery Mardyke registered in 2007. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four privately owned nurseries. It is situated in Rainham in the London Borough of Havering. The nursery operates from three rooms in a purpose-built building. Children have access to an outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. There are currently 43 children within the early year's age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery supports children learning to speak English as an additional language. The nursery also supports children who have special educational needs and/or disabilities. The nursery employs 10 members of staff, all of whom hold appropriate early years professional qualifications to at least level 3. There is a graduate senior management team, including one who holds early year's professional status.

### 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 communication by helping them to use a wider variety of communication strategies, including having examples of their additional languages so they can use them in their play and learning.

### Inspection judgements

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

Staff know their key children well, including those children not in their family groups. They find out about children's starting points in learning through good partnerships with parents. Families update their written comments about children's interests and learning at home regularly to help staff to provide individual teaching. Staff observe children's progress routinely and assess their achievements accurately. They offer stimulating resources and activities that challenge children's individual capabilities to help them make further progress. Children's personal, social and emotional development is good and they have fun at nursery. Staff are especially well deployed to support children's learning and welfare. They respond well to children's needs and interests, guiding their development through warm, positive interaction. As a result, children are enthusiastic and very eager to join in.

Babies settle quickly in the calm, friendly atmosphere where they receive personal support. They clap their hands in delight during sensory play as they enjoy getting messy, rolling the cereal mixture with their hands and making shapes, helped by staff. Babies,

some who are very new to nursery, show through their body language that they are happy, safe and secure as they cuddle into their key person. Among older children, strong friendships are being formed and children are confident to talk to adults about their feelings.

Focused activities effectively help children to develop specific aspects of their learning further. At circle times, children listen attentively and extend their conversational skills. They eagerly join in repeated words in favourite stories and recognise their own names and names of their friends. Staff are aware of children's home languages and encourage children to greet each other in languages such as German. However, opportunities for children to see their home languages displayed in the setting and to integrate this into play are not so well developed. Children sing with enthusiasm, enjoying the rhymes and learning to take one away in counting songs. In free play, children gain good mathematical understanding. They make patterns, for example in wet sand. They compare the heights of brick towers and build complex models with smaller blocks. Children quickly gain confidence to choose their own activities through lots of praise and encouragement from the staff. They point to and talk about the animals and birds painted on the window, including a pond with children's favourite animals. Children play outdoors to develop their physical skills and extend their understanding of the world around them. They find mini beasts, such as worms, and plant and look after the vegetables, watching them grow.

Staff keep parents well informed about their children's activities and key persons share children's development through discussions and planned meetings. They are proactive in helping parents to support their children's development at home. For example, staff complete the daily communication book and include details about children's play that parents may continue at home. As a result, children make good progress in preparation for their next stages in learning and for their move into full-time education.

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

Effective deployment of staff in the strong family worker system helps all children to form secure emotional attachments. The older children have developed some firm friendships and are learning very well to be considerate of their friends. Throughout the nursery activities, children play well alongside or together with each other. They receive effective support from staff to understand consistent expectations for behaviour, including using 'polite language' as they remember to say 'thank you' to each other. Children learn to share resources and take turns, for example with wheeled toys. Staff focus on enhancing children's personal, social and emotional development. This supports them to behave well, be confident and to work effectively as part of a group.

Children help to tidy away before lunch and understand the importance of not running as they carry the resources. Children display a good awareness of taking responsibility for the safety of themselves and others. They calmly and carefully negotiate the indoor and outdoor spaces. Staff are watchful and attentive and provide children with the skills to keep themselves and others safe. As a result, children are spatially aware, remain seated whilst using scissors and are mindful of others. Children are encouraged to take healthy

risks in their play as they ride their bikes and card enjoying the different levels of the play surface. They test their physical skills as they steer their bikes and they become accustomed to thinking about the safety of themselves and others.

Children reach for themselves a wide range of good quality, clearly labelled resources and play materials that cover all of the areas of learning. These are stored in many low-level units and containers so that children make their own choices about what they play with and try out new experiences.

Children gain a sound awareness of what constitutes a healthy lifestyle as they make choices about what to eat at meal times. Lunch and snack times are sociable occasions when children sit together with staff to eat. Staff are thorough concerning the quality of personal care of the children before they eat and throughout the morning and afternoon sessions. Children make decisions about what to wear to keep them warm and dry as they go outside to play on a cold day. They eagerly join in and choose to be active outdoors in the fresh air, for example to catch the beanbags, ride in the cars and drive the bus.

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

The leadership team demonstrate a good understanding of their responsibility to meet the legal requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure awareness of safeguarding children procedures and work to detailed policies, including confidentiality, complaints and child protection. Through induction and training, they are familiar with possible signs of children at risk and with procedures to follow if they have concerns. The manager carries out daily safety checks and appropriate ratios of staff supervise children closely at all times to reduce the risk of accidents. Risk assessment, including for outdoor play are effective. As a result, staff thoroughly check the areas that children use to keep them safe at all times.

The provider uses effective systems for recruitment, staff supervision, ongoing professional development and qualification training, including for first aid. The staff evaluate their practice well. They encourage parents to feedback their views about the nursery verbally and hold regular meetings to discuss how to extend children's learning further. They are proactive in taking account of children's interests when planning activities so that they enjoy what they do.

Attention is paid to self-evaluation and promoting continuous development. The manager and room leaders successfully monitor the planning and delivery of the educational programmes by inducting new and cover staff sharing good practice ideas as a team. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements. The staff team continue to work conscientiously to further develop their teaching skills to benefit children's learning. The provider constantly reviews what is working well and identifies areas for additional improvements.

Discussions with staff demonstrate that they really enjoy working in this nursery; they say

they feel valued and that their ideas are listened to. The management team also reflect on the setting's practices to identify priorities for improvement and have a clear action plan in place for this. They work closely together and have engaged well in the recent quality improvement scheme. The nursery has positively addressed the action and recommendation raised at the last inspection. For example, the under two's group room has been re-organised to make it more contained and to provide specific areas for learning. Staff are continuing to make sure that children have access to creative resources and materials during every session. This shows the nursery has a good capacity to sustain continuous improvement.

The provider and manager monitor children's progress carefully. They understand the legal requirement to assess children's progress at the age of two years. Parents contribute through regular meetings and are encouraged to pass these on to their health visitors. Parents say they really appreciate how well the staff prepare their children to make the transition on to school. Staff demonstrate a good understanding of how to work in partnership with other providers. Key persons are in contact with local schools and they share learning records.

### **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

<b>Unique reference number</b>	EY347545
<b>Local authority</b>	Havering
<b>Inspection number</b>	946082
<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>	36
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Anne-Marie Paul
<b>Date of previous inspection</b>	27/08/2013
<b>Telephone number</b>	01708 55 98 04

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

