

Pillar Box Gardens Nursery

49 Fairfield Road, Bow, London, E3 2QA

Inspection date	21/11/2013
Previous inspection date	26/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 clearly developed close bonds with their key person and other staff. These warm relationships support children as they explore and play in the nursery.
- Staff encourage children to combine their toys as they play, to foster children's developing curiosity and imagination.
- Staff have a good understanding of how children learn. Their observations of children are accurate and planning is based on children's interests.
- Staff encourage children's independence skills and have made improvements to the nursery to support children's developing skills.

It is not yet outstanding because

- Staff do not always fully promote younger children's growing understanding of books.
- Occasionally, staff communications with children during some daily routines do not maximise learning opportunities.

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 carried out a joint observation with the deputy manager.
- The inspector examined a range of documentation and records.
- The inspector observed children's activities in all rooms and the outside play area.
- The inspector spoke to children, parents, staff and managers at appropriate times of the day.

Inspector

Lesley Hodges

Full report

Information about the setting

Pillar Box Gardens Nursery registered in 2001. It operates from a large Victorian House in Bow in the London Borough of Tower Hamlets. The premises have been converted to house the nursery, which is on two floors and consists of five rooms, children's toilets, a kitchen, an office and staff room. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both parts of the Childcare Register, although in practice, only children in the early years age range attend.

The nursery is open each weekday from 8am to 7pm for 49 weeks of the year. There are currently 22 children attending in the early years age range. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs six permanent members of staff, all of whom hold appropriate childcare qualifications to at least level 3.

What the setting needs to do to improve further

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

- support children's developing awareness of healthy practices further, for example, by describing and discussing aspects of their care during routines including at lunch and nappy changing times

- extend younger children's early reading skills and their enjoyment of books; for example, by providing a cosy and relaxing area with a wide range of freely available fiction and non-fiction books to help promote their independent learning.

Inspection judgements

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

All children in the nursery are under two years of age and therefore, staff focus on supporting children with their emotional, physical and communication development. There is a calm atmosphere in the nursery and children enjoy exploring their environment with age appropriate toys. Caring staff provide a safe environment for children as they check for hazards and ensure that toys are clean as children often explore items by putting them in their mouth.

Staff provide a range of activities, including technology and creative activities, which children enjoy taking part in as small groups with the support of staff. Staff are knowledgeable about how children learn. They confidently describe how secure attachments are vitally important to children and how children progress through different

stages of play with their friends. Children enjoy snuggling up to staff on cushions as they share stories and they independently look at favourite books in this comfortable area. However, this is not always the case for younger children, as there are sometimes missed opportunities for these children to share a similar experience with the interactive and sensory books in their area of the nursery. Overall, staff develop children's vocabulary across the nursery, through stories, songs and providing commentaries for children. Staff often describe pictures in story books and children delight at pointing at and naming pictures, and making animal noises.

Staff closely observe children as they play. Their planning for children's next steps in their learning is based on observations of children's interests and learning styles. For example, staff observe how children enjoy playing with a low chair and they provide an assortment of cuddly toys for the children to place in the chair. Staff support the development of children's small physical skills with small discs which children place onto a dowel. Children clearly take pleasure in these stimulating activities and enjoy combining different toys to give themselves new challenges.

Staff share their observations with parents and they discuss how children learn at regular parents' evenings. Parents comment that they receive regular feedback from their child's key person, which means that they feel fully involved in their child's learning and development. They contribute to planning with their own observations during informal chats with staff.

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

Children have clearly built close relationships with staff and especially their key person. Staff carefully manage children's moves between the different rooms so that they have time to become familiar with their key person over a period of time. There have been some recent staff changes; however, parents comment that they are kept well informed of these and that children have not been adversely affected. Staff are caring and children enjoy lots of cuddles throughout the day which meets children's emotional needs. Children smile as staff gently sing songs and they giggle as they anticipate the part of the songs where they are tickled. Staff laugh with the children as they enjoy the closeness of these activities too.

Staff fully encourage children's independence skills, as children choose their breakfast cereals from clear containers which are on display at breakfast time. Staff develop children's vocabulary in this daily routine by naming the items the children have chosen. This means that children learn to associate names to the items they see every day. However, this interaction is not always consistent across all routines. For example, staff do not all use lunch times and other everyday routines, such as nappy changes, to develop children's awareness of healthy practices. Staff support children's developing understanding of boundaries by explaining about sharing with each other. They follow clear procedures in the behaviour management policy to praise children, which encourages their positive behaviour

All children play outside every day and this daily fresh air supports their healthy lifestyles. The manager has developed the outdoor area by providing a range of equipment and activities, following a recommendation made at the last inspection. Children enjoy planting flowers and they listen to wind chimes as they play on different equipment. The manager has also provided cosy areas for children to enjoy quiet activities in the secure outside area. Children can generally choose to go outside when they want to, as the manager has made access to the garden easier for children to manage.

Children generally move on to the associated nursery at the age of two. This move is managed well with a number of different sessions involving the new and old key person. This helps children to familiarise themselves with their new environment with a member of staff they are close to.

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

Following concerns received by Ofsted, we carried out an unannounced visit in December 2012 and issued a notice to improve which included four actions. These related to the behaviour management policy, risk assessments, having a named deputy and recording children's accidents. The provider responded to these actions in a timely manner and this inspection found there are no concerns relating to these aspects of the safeguarding and welfare requirements. Following further concerns received by Ofsted, we carried out another unannounced visit in March 2013 when another action was set. This related to the administration of medicines to children, with particular regard to completing the requested information in parental consent forms. The provider responded to this action satisfactorily and this inspection found the manager is monitoring the forms regularly to ensure these are successfully completed.

The manager has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Recruitment procedures are robust. The manager checks the suitability of all staff and this means that only those who are cleared to work with children do so. The manager checks the continuing suitability of staff with regular meetings. She requests written references for new members of staff and follows these up with phone calls to check their validity and have an informal chat about the suitability of the staff member. Staff are confident when describing the procedures to follow if they have concerns about a child in their care.

The nursery is secure. Parents and children are greeted by a member of staff and all visitors sign in with their details and the reason for their visit, so that a reliable record is kept. The manager requests passwords from parents so that, should parents be delayed when collecting their children, staff are confident that they are handing children over to an adult known to the parents. Staff carry out daily safety checks and these are reviewed monthly by the manager or deputy manager. Any potential hazards are removed by staff so that they provide a safe environment for children. Any accidents are recorded accurately and parents are informed and sign the records. This ensures that precise details are kept should they be needed at a later date.

The manager liaises closely with staff and has a good knowledge of how children are developing. She monitors individual development during regular meetings with staff and works with the inclusion officer if there are any concerns about a child's progress. Staff record children's progress and regular reviews of these folders help the manager to check the accuracy of any planning and observations.

Staff are involved in a range of regular management and staff meetings when they talk together about planned events and ways to improve the provision. They identify their own training needs to help them develop professionally, and to meet the needs of the nursery. This means that staff are involved in any improvements, such as the recently installed children's sink in the downstairs room, which helps the smooth running of hand washing routines and the development of children's independence skills.

Partnerships with parents are strong. The manager encourages feedback from parents and keeps them informed of any changes to the nursery with regular newsletters and notices. Parents comment that they receive good feedback from staff and enjoy friendly, informal chats at the beginning and end of the day.

The manager reviews the provision and works in partnership with the associated nursery to provide new opportunities for children. There are plans to use the newly agreed, local allotment space to extend children's knowledge of the natural world. These plans for new activities, together with improvements which have already been made, demonstrate the manager's ability to continuously reflect on and develop the provision. The manager has successfully addressed previous actions raised. There are clear policies and procedures for complaints and the medication forms are in place. Staff confidently explain the medication policy to parents which demonstrates their understanding of the procedures, and medication forms include all required information.

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	EY152556
Local authority	Tower Hamlets
Inspection number	940814
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	30
Number of children on roll	22
Name of provider	Pillar Box Nurseries Ltd
Date of previous inspection	26/06/2012
Telephone number	0208 983 7431

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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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