

East London Childcare Institute (Mark Street Nursery)

1 Mark Street, Stratford, London, E15 4GY

Inspection date	03/02/2014
Previous inspection date	12/10/2012

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

- Children are proud of their own achievements and they show a willingness to celebrate them.
- Staff encourage children to communicate purposefully with others thus promoting their communication and language skills.
- Children develop an understanding of what it means to be fair and to respect others through encouragement and consistent boundaries set by the staff.
- The strong partnership between the staff and parents contributes immensely to children's wellbeing and helps to enhance their learning and development.

It is not yet outstanding because

- Staff do not always support children to understand how to look after books in the way that they do with other resources.
- There is a limited range of resources that reflect children's cultural backgrounds to help them feel welcome and to help other children learn about diversity.

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 had discussions with the manager and the registered individual.
- The inspector observed staff's interaction with children.
The inspector sampled a range of documents that includes staff records,
- qualification and training certificates, policies, children's assessments records and register of attendance.
- The inspector had discussions with the setting's parents' representative.

Inspector

Jennifer Liverpool

Full report

Information about the setting

East London Childcare Institute is one of four nurseries run by Newtec. It opened in 2003 and is situated in Stratford, in the London Borough of Newham. The nursery has four base rooms and a separate baby room. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 70 children on roll from six months to four years old. The nursery receives funding for the provision of free early education for children aged two, three and four years.

The nursery employs 17 members of staff. All of the staff hold early years qualifications at level 3. Five staff, including the manager, are working towards a degree in early years.

What the setting needs to do to improve further

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

- increase the range of resources to reflect the diverse cultural background of the children and the community they live in
- maintain books in good condition so that they are fit for purpose and help children to learn how to look after their books.

Inspection judgements

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

Children arrive and settle into the setting very quickly. Staff provide opportunities for children to become aware of the patterns of change throughout the day so that they know what happens at different times. For example, staff display photographs of the daily routine and this helps all children to feel secure, particularly very young and new children. In addition to this, older children learn to recognise the passing of time. Staff regularly observe the children, identify the next steps in their learning and use this information to plan purposeful activities for individuals and groups. Consequently, children make good progress in all areas of their learning and development. Children use a wide range of resources indoors and outdoors that are developmentally appropriate, safe and easily accessible. However, older children are not sufficiently supported to learn how to look after books as a number of books are torn or have missing pages.

Staff support children to recognise their own achievements. Children are encouraged to

say what they have done well. They also make decisions as to where they wish to put their work on the superstar board to show what they have achieved. For example, some indicate that they were kind and caring, listened to others and shared and take turns. This helps to children to develop their self-esteem and confidence. Staff support babies' language development by ensuring that they make close eye contact when talking to them, speak clearly and repeat words. Older children speak with confidence to their friends and adults. This is because staff provide daily opportunities for children to talk with each other in a range of groupings, such as circle time, in pairs and in small group activities. Children become aware of different languages other than English because staff have displayed the first language of families, and other languages found in the local community, around the nursery. Children enjoy pushing baby dolls in buggies, playing with pretend food and making cups of tea in the role-play area. However, there are few resources in the role-play area that represents the varied cultural home life of the children that attend the setting. This does not fully value their culture or help other children to learn extensively about diversity.

Older children use mathematical language in their talk, play and during planned activities. For example, children say that the first day in February started last week. Children work out and name the different sizes of bears when placing big, medium and small bears in containers. Staff help young children to develop an awareness of measurements and awareness of what is full and half full when playing with plastic bottles in the water. Older children make flowers and trains out of shapes. As a result of this children explore patterns when making designs. Staff provide regular opportunities for children to build up their skills and develop confidence in using information technology. For example, staff support children to use a range of appropriate programmes on the computer to help promote children's language, literacy and mathematical ideas. Children are also given opportunities to explore how to use a printer. As a result of this, they are beginning to become curious about how and why things work. These opportunities and experiences help children to develop the skills they need for their future learning. Staff encourage babies and children to explore a wide range of materials, such as sand, water, dough, shaving foam and dried pasta. Consequently, babies discover texture, colour and shape by using their senses. Older children begin to notice the change in properties when liquid soap is added to water to create bubbles and water is added to flour to make dough.

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

Children settle into a welcoming environment very quickly because staff consult with parents to arrange a settling-in process that is tailored to the child's individual needs. Children form strong relationships with key persons who know them well and meet their care needs effectively. Staff help young children to develop positive relationships with each other by providing daily opportunities for small group work and by encouraging them to play together. For example, staff encourage young children to sit together during circle time sessions to greet each other at the beginning of the day. Staff also sit with young children during small group activities and help them to experience sharing their toys. Older children form relationships with their friends and can work and play with others over a period of time, such as when they make and talk about their dough models. Staff set

consistent boundaries that enable children to learn to negotiate with others, treat each other kindly and take responsibility for their own behaviour. As a result of this, children begin to develop an understanding of acceptable social behaviour. Children learn to keep themselves safe in the event of an emergency as they regularly practise the emergency evacuation procedures with staff.

Children's good health is promoted because staff effectively implement procedures that helps to minimise the risk of food poisoning, cross infection or germs to children. For example, all persons entering the kitchen must wear a disposable hat, food is stored in the fridge at an appropriate temperature and food temperature is checked before serving to children. In addition to this, staff wear protective clothing when preparing babies' milk bottles, changing children's nappies and when serving children food. Children play in a clean environment where they learn the importance of good hygiene. They receive nutritious snacks and meals that enable them to develop healthy eating practices. Staff make sure that babies receive regular drinks so that they do not get thirsty. Older children confidently help themselves to fresh drinking water and milk throughout the day. Consequently, children demonstrate that they are able to think about their personal needs. Children enjoy many opportunities to take part in physical play both indoor and outdoors that contribute to their good health. For example, children use a wide range of play equipment to develop their coordination. They enjoy taking part in yoga classes and football sessions which help to extend their physical skills.

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

The setting's arrangements for safeguarding and promoting children's welfare are effective. Staff have attended children protection training to update their knowledge of what to look for if they have concerns about a child and the procedures to follow for making referrals. The provider and the manager use robust recruitment and vetting procedures to appoint suitable staff to work with children. All staff are suitable and this supports children's well-being. The staff are vigilant about children's safety. They understand their responsibility to provide and maintain a safe environment for children to move around freely and play safely. The majority of staff hold a current paediatric first aid training, which enable them to give children appropriate care should they sustain an injury. In addition to this, the manager keeps a record of dates for staff to attend refresher first aid training so that there are always qualified persons available to administer first aid at all times.

The manager supports and monitors staff through effective systems, such as one to one supervision sessions, peer observations, team meetings and annual appraisals. The manager is also starting to look at ways to make the best use of staff time so that they have extended periods of time involved with the children and sufficient time to write assessment reports. Consequently, this supports staff in their role. The leader and manager actively encourage all staff to attend in-house training and undertake further childcare training to a higher level. This helps to contribute towards children acquiring the skills they need to help them become ready for school.

The setting's self-evaluation is effective in identifying the strengths and any weaknesses in procedures and practices to help improve the quality of care and education for children. For example, the staff now evaluate focus activities in order to make the necessary changes to future activities to challenge and extend children's learning. The manager and staff have addressed the recommendation raised at the last inspection. As a result, children demonstrate good independence skills as they serve themselves at meal times, decide when to have a drink, wipe their noses and visit the toilet independently. The manager shows enthusiasm to continuously improve the outcomes for children and this includes creating story boxes with the use of props to engage younger children and enhance older children's literacy skills.

The manager and staff see parents as partners in meeting the individual needs of the children and promoting their learning development. For example, parents provide relevant information about their child to the staff to ensure that children receive individual care throughout the day. Staff complete a communication book for parents which details children's care routines and daily activities. Staff share children's assessment reports with parents on a regular basis. Also, staff give suggestions regarding activities that parents can do with their children, thus enabling parents to contribute to their children's learning at home. The manager encourages parents to share their views about the care and learning their children receive. She collates parents' feedback to the questionnaires and creates a wall display of how the setting has acted upon parents' comments to improve the quality of care and learning for their children. For example, parents have asked to use identification badges to gain controlled access into the setting. This helps to enhance the safe departure of the children as new staff and bank staff will recognise parents and any persons authorised to collect the children. The manager and staff have well established relationships with some local schools and this helps support children through a period of transition from nursery to school.

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	EY267457
Local authority	Newham
Inspection number	945924
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	20
Name of provider	Newham Training & Education Centre
Date of previous inspection	12/10/2012
Telephone number	02085195843 ext 3104

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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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