

Eglinton Primary, Early Years & Children's Centre

Eglinton Primary School & Early Years Centre, Paget Rise, LONDON, SE18 3PY

Inspection date

Previous inspection date

04/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 create age appropriate child-centred environments in each area where children are happy and keen to choose from interesting experiences offered.
- Staff use open-ended questions and repeat words used by children to extend their vocabulary, taking into account the age and stage of development of the children.
- Children are very confident and demonstrate a strong sense of belonging within this friendly nursery.
- Staff care for children in an environment that is calm and relaxed. Children behave well and are positively engaged in the activities on offer.
- The leadership and management team have effective systems for evaluating the provision and practice, that help them to inform the nursery's priorities and drive improvement.

It is not yet outstanding because

- The outdoor learning environment provides fewer opportunities to support children's early reading skills, as there are very limited text and prints to enhance this area of learning.
- Helping children to become independent is not consistent, for example, children are not

encouraged to start serving themselves at lunch time.

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 had discussions with the manager and most staff members.
- The inspector sampled records and documentation relating to children's progress and development, policies and procedures.
- The inspector observed children engaged in activities indoors and in the outdoor area.
- The inspector takes into account the views of parents interviewed.
- The inspector and Early Years Foundation Stage Teacher undertook a joint observation of an outdoor activity.

Inspector
Marvet Gayle

Full report

Information about the setting

The setting operates from three rooms in a purpose built centre, located within Eglinton Primary School, in the Woolwich area of the London Borough of Greenwich. Children come from the local area. The nursery is registered on the Early Years Register. The nursery runs from 08.00 to 18.00 all year round except for two weeks in the summer, one week at Christmas, and one week at Easter when it is closed. Places are offered to children on the two year old funding scheme. There are 42 children on roll. There are 12 staff, the manager is qualified to masters level, one has a degree in early years, nine are level 3 qualified in childcare and education and one has a level 2 qualification. Within the Children's Centre there are several community facilities, including Health Visitor and Midwife Clinic, Speech and Language Therapy, parenting programme and a drop-in for parents/carers.

What the setting needs to do to improve further

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

- review the organisation of some activities such as meal times to allow children to become involved by helping them to serve themselves, enhancing their independence
- enhance the outdoor learning environment by introducing a range of text and prints to encourage children's early reading skills.

Inspection judgements

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

Staff demonstrate a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. This means children have an effective start in life and make good progress towards the early learning goals from their starting points. As a result, they are prepared well for nursery school and their future learning. Staff create age appropriate child-centred environments in each area where children are happy and keen to choose from interesting experiences offered. Children have the choice of playing indoor or outdoor daily, which effectively supports their development. As a result, young children enjoy practising physical skills during a variety of activities. For example, they thoroughly enjoy using climbing and balancing equipment that incorporate different levels of challenges. However, the outdoor learning environment provides fewer opportunities to support children's early reading skills, as there is very limited text and print to enhance this area of learning. Children are very confident and explore independently. They are motivated and thoroughly enjoy exploring

sensory activities, such as painting. During these activities, staff effectively use simple mathematical language such as 'big' and 'full'. They also draw their attention to the marks children make with paint. This successfully supports children's communication and language skills as staff introduce different words. Staff plan activities and support individuals well so that every child experiences a relevant and interesting programme of activities. The system for recording observations and assessments clearly shows each child's achievements and progress. Staff plan activities that respond and adapt to children's individual interests. This is based on information they gather from parents and frequent observations of children's play. Staff establish children's starting point when they first start through a home visit where they can talk with parents in the comfort of their home about their child's development and individual needs.

Children demonstrate their developing understanding as they talk confidently to the adults and engage them in their play. Staff use open-ended questions and repeat words used by children to extend their vocabulary, taking into account the age and stage of development of the children. For example, staff speak in simple sentences to the children, using single words when needed to support children's understanding. Children with additional needs are supported extremely well, with staff showing a good understanding about promoting language and communication using signing, sitting on the floor at the children's level and giving eye contact.

The quality of teaching is good. Staff are skilled at helping children develop their understanding of the world. Children enjoy first hand experiences in the environment. For example, they are involved in planting seeds. They discover and discuss new exciting things, such as the soil, its texture, breaking the lumps and pushing the seeds into the soil where it will start to grow. They also discuss and look at the pictures of the plants on the packets and what they will look like when they grow. This helps them to develop understanding of the natural world. Staff provide a good range of media and materials for children to explore and play with. For example, children enjoy playing in the home corner with the dolls. This helps them to develop their imagination and make good links to real life experience.

Children's independence and confidence is encouraged well, however, staff do not make use of all opportunities to enhance these skills to ensure effective progression to their next steps in education. They are starting to manage their coats, choose the activity they want to play with, and understand how to take part in group activities with support from staff. This however is not consistent, for example, children are not encouraged to start serving themselves at lunch time. The nursery has very good links with schools where they are located, local schools, the children's centre and teachers in preparation for those children who move onto school and nursery class.

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

Children are very confident and demonstrate a strong sense of belonging within the friendly nursery. They settle quickly into the nursery because staff form strong relationships with children and their families. Staff know their key children well because

they regularly share information with parents and carers. Staff support those children well who need additional help with care routines. Staff follow hygiene and health routines, particularly when nappy changing. This ensures that children are cared for in a clean environment, where the risk of cross infection is minimised.

Children enjoy sociable mealtimes and eat food that is freshly prepared in the school kitchen and taken to the nursery on a trolley. Meals are nutritious and children learn how to keep themselves healthy through drinking regularly and being physically active, indoors and outside. There is a good emphasis on healthy lifestyles overall. For example, staff teach children to wash their hands before and after meals and to place their used paper towel in a nearby bin. Staff explain how children are supported as they take part in risk assessing some of their activities. This helps them to identify risk and help them to begin to think of their safety, for example, when they are on outings and crossing the road. They talk through what they should do and why using the pedestrian crossing is important.

Staff care for children in an environment that is calm and relaxed. Children behave well and are positively engaged in the activities on offer. They share resources well and benefit from taking part in group activities that are easily accessible to the children. This enables them to gain a good understanding of working cooperatively with their friends. Children reach toys with ease, due to the arrangement of low-level cupboards and drawers. They move from one activity to the next, making decisions about their play and learning. Staff support children's move on to school and nursery class because they welcome visits from the class teachers and they talk to the children about their future schools. Children also have the opportunity to visit their new class and their key person gradually helps to settle them in the school nursery with the support of the parents. This ensures their transition is a smooth experience.

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

Staff have a good awareness of the welfare and safeguarding requirements. Arrangements for safeguarding children are effective with staff having very good knowledge of the procedures to follow when concerns are raised with children or adults. They demonstrate they are fully aware of their responsibilities. Risk assessments and daily checks are regularly conducted and reviewed, and there is appropriate action taken. For example, in addition to the exterior door of the main play room being locked when children are present, all visitors to the building are admitted by staff, and records made of the time they are in the building. The leadership team uses robust recruitment and vetting procedures to appoint staff. There is a detailed induction process in place that involves regular supervision meetings. This means staff are fully aware of their roles and responsibilities and this, in turn, ensures children's health, safety and learning are supported well.

The management team have a good understanding overall of their responsibilities in meeting the learning and development requirements. The leadership and management

team have effective systems for evaluating the provision and practice that help them to inform the nursery's priorities and drive improvement. They monitor the quality of the provision, creating an action plan for the nursery, identifying improvements in outcomes for children. For example, all staff have renewed and updated their safeguarding knowledge by completing recent training. In addition to this, they have applied for and secured new funding to improve the facilities, in particular the garden. Staff ask for feedback from parents and children in order to plan future improvements.

In addition to regular staff supervision meetings and informal discussions, annual appraisal take place for all staff as well as termly staff observation. This enables staff to discuss issues concerning the children's development and wellbeing and helps to ensure that staff successfully support the children's individual needs. The supervision meetings also effectively identify training needs and secure opportunities for professional development. This effectively supports and helps drive improvement within the nursery to the benefit of the children. The manager has close links with outside agencies which support children's well-being and development. The manager has formed effective relationships with health visitors, speech and language therapists and social services. She shares information with other early years providers to fully support children and their families. Parents are very happy with the provision and say that their children settle quickly and that they thoroughly enjoy coming to nursery. Parents say they are particularly pleased with how staff and management share information with them about how to support their children's learning at home. For example, they have regular meetings and are invited to contribute to their children's assessments.

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	EY286665
Local authority	Greenwich
Inspection number	826892
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	42
Name of provider	Eglinton Primary School, Early Years & Children's Centre Governing Body
Date of previous inspection	not applicable
Telephone number	0208 854 6917

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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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