

Balfour Nursery

7 Balfour Road, Ilford, Essex, IG1 4HP

Inspection date	21/11/2013
Previous inspection date	28/01/2011

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

- Staff show a good understanding of The Early Years Foundation Stage and how to plan appropriate next steps for children's learning and development.
- Partnerships with parents work well to promote continuity of children's care routines between home and the nursery.
- Children have strong attachments to their key persons, which help to promote good levels of personal, social and emotional development.
- Staff work well with external professionals to support children with special educational needs and/or disabilities.
- Effective teaching and educational programmes enables all children to make good progress in relation to their starting points.

It is not yet outstanding because

- Staff provide fewer opportunities for the oldest children to fully develop their imaginative skills through role play.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff interacting in the indoor environment.
- The inspector checked staff qualifications and suitability to be working with children.
- The inspector sampled staff's induction, supervision and appraisal documentation, as well as safeguarding policies and procedures.
- The inspector spoke to parents, staff, children and the management.
- The inspector conducted joint observations with the manager.

Inspector

Sue Mann

Full report

Information about the setting

Balfour Nursery registered in 2005. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is privately owned by Premier Childcare Limited. The nursery operates from a converted three-storey property in Ilford, which is in the London Borough of Redbridge. There is an enclosed garden for outdoor play.

The nursery is open from 7.30am to 6.30pm, Monday to Friday for 51 weeks of the year. There are 82 children on roll within the early years age range. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery employs 12 members of staff, 6 of whom hold appropriate early years qualifications to at least level 3. In addition, one member of staff has achieved Early Years Professional Status.

What the setting needs to do to improve further

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

- further develop opportunities for the oldest children to use their imaginative skills through role play.

Inspection judgements

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

Staff plan a good range of activities and experiences to support children's learning and development. This is because they have an effective understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff observe children regularly to see what they can do and identify any emerging interests. They use this information along with children's starting points, which they find out when children start at the setting, to plan for every child's next steps effectively. Staff show a good understanding of how to carry out children's progress checks between the ages of two and three years. This helps to identify any concerns in children's progress and put in place additional support to help children reach their expected levels of learning and development. The staff share the reports with parents and health visitors, which helps to inform the health visitor's check for two-year-olds. Consequently, all children make good progress in relation to their starting points, including those with special educational needs and/or disabilities.

Staff respond well to children's interests and help them develop skills for their future learning. For example, staff make paper boats with the children, which children then place

in the water tray to see if they will float. This leads to an investigation of how to change the water colour using paint powder and what will float on the water. This helps children to develop an understanding of simple science as they mix different colours of paint powder and explore gravity and floatation. Staff use older children's interests well, as they enjoy playing games of 'pirates' using the dressing up clothes. They support children with related vocabulary and talk about what pirates do. Staff in the pre-school room have set up the role play area as a clothes shop. Children have a till and some clothes to pretend to sell. However, the area does not look inviting, as the range of resources for this particular activity is limited. Consequently, children do not currently use the role play area as much as other areas of the room.

Younger children enjoy playing in a range of messy play. Staff use dried breakfast cereal, which children enjoy crumbling up and transporting in pots and pans. Children notice that the pieces of the breakfast cereal fall through the bottom of the colander, as they see the cereal on the floor. They use their hands to pick up and replace it back in the colander. This helps children to learn about textures and what happens when they use containers with holes. Staff use a range of good questioning techniques to support children's communication and language development. They talk to the children about what they are doing, which enables children to make connections between different parts of their life experiences. For example, some children enjoy making pictures with glue and different colours and textures of paper. Staff ask the children what they are making, which provides children with opportunities to discuss what they are doing and why. Children tell staff that they are going to a party, which offers staff the opportunity to talk to children about their families and the reason for the party. This promotes the link between home and the nursery.

Staff provide a good selection of books for children to freely choose from in each room. Consequently, children learn how to handle books carefully and enjoy looking at the pictures. All children enjoy sharing quiet times with their key person or other staff, as they sit and listen to stories being read to them. This helps to promote their early reading skills well. Children enjoy daily access to the outdoor play area. They use the range of outdoor play equipment to develop their physical skills and enjoy the fresh air.

Staff support a number of children who are learning English as an additional language. Staff ask the parents for a few key words in children's home languages, which helps children to learn the nursery's routines. This also means that children learn relevant words to enable them to ask for resources, to go to the toilet or to share their feelings. Some staff speak additional languages, which enables them to communicate with parents, who have limited English. This helps parents to understand their children's progress and how they can help to promote their learning at home. This also promotes children's learning and development between the nursery and home.

Staff encourage the children to move and combine resources to enhance their play, through ensuring that toys and resources are easily accessible to all children. This helps children to use resources to extend their play and develop their imaginative skills.

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

Staff work very hard to ensure that every child feels safe and secure in the setting. An effective key person system works well to provide children with a familiar person to turn to should they need a cuddle or reassurance. There have been some recent staff changes, which has meant that some children do not have the same key person. However, this has been effectively managed using the regular bank staff and the key person buddy system. Consequently, children show they have secure attachments to staff.

The majority of children behave well in the nursery. The staff support a number of children who have special educational needs and/or disabilities. Staff show they understand these children well and use a range of behaviour management techniques to teach the children how to manage their own behaviour. Discussions with parents and observations have enabled staff to identify what causes some of the challenging behaviours that children display. Staff support children who find the changes in the nursery routines difficult through giving them their own roles and responsibilities to help them cope. For example, children are able to help staff serve up children's meals and snacks, by handing out plates and cups. This works well to distract the children, which helps them to manage their own behaviour.

Staff help children to learn the importance of leading healthy lifestyles, through balanced, nutritious meals, effective hygiene routines and many opportunities to play outside in the fresh air. The nursery employs a qualified cook, who prepares children's meals and snacks. All meals and snacks are balanced and include plenty of fresh fruit and vegetables. Children enjoy a wide range of tastes and flavours, which ensures that they get lots of variety in their diets. Children enjoy eating chicken casserole, fresh potatoes and vegetables for their lunch and fresh noodles for tea. Colour coding systems are in place to identify children who have allergies or cultural reasons for not eating certain foods. This information is gathered from children's records forms, which the parents fill out at the start of each new care arrangement. Lists in each room, provide staff with details about each child's dietary requirements, which means that staff only give children foods, which they can eat.

The staff work well to ensure that children's move to school is smooth. The teachers are able to come to the nursery to meet their new children. This enables the staff and teachers to discuss individual children's stages of learning and development. Consequently, teachers are able to get to know the children prior to them starting school and plan relevant next steps to support their continuity of care routines, learning and development. Parents bring their children to nursery in their new uniforms, which help children to get used to wearing the uniforms in readiness for school.

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

The manager shows a clear and competent understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the

Early Years Foundation Stage. The manager takes any allegations about a member of staff extremely seriously. She takes all necessary steps to investigate and notify the relevant regulatory authorities, including Ofsted and other relevant agencies. The manager regularly reviews safeguarding procedures and policies with the staff to ensure that all staff know what they should do if they have any concerns about children in their care. In addition, the manager uses staff meetings to ask the staff questions about aspects of safeguarding children to ensure that staff's knowledge is well embedded. The staff show an understanding of notifying the manager of any concerns they may have about a member of staff through knowledge of the whistle blowing procedures. Therefore, staff work well to ensure that they take all necessary steps to safeguard children while in the nursery. Risk assessment and daily visual checks of the nursery work effectively to ensure that staff identify all hazards to children and take appropriate action to minimise any risks.

The manager and provider have a strong commitment to supporting staff. Regular observations, supervisions and appraisals all work well to monitor staff's ongoing suitability and identify any areas of practice where staff may need further support. The manager supports the staff very well, arranging and sending them on relevant training, which helps staff to develop their professional practices. She makes good use of her early years advisors from the local borough, who observe staff's practices and recommends any additional training opportunities they feel applicable. For example, the staff are currently caring for a number of children who have challenging behaviour. Arrangements are in progress to send a number of staff on behaviour management training to provide them with further techniques and strategies to support these children to learn to manage their own behaviour. This shows a reflective approach to improvement and ensures that staff provide the best possible care, learning and development for every child.

Staffing levels in the nursery meet the legal requirements. Staff are deployed to meet the children's needs and bank staff and some long-term agency staff are used to ensure they are within ratio at all times. However, the management have plans in place to recruit a number of new staff to minimise the use of agency staff. Recruitment procedures are rigorous and robust as all new staff complete all the necessary checks to ensure that they are suitable to be working with children. All staff have clear Disclosure and Barring Service checks and complete thorough induction procedures prior to starting working directly with the children. Consequently, staff have a good, clear understanding of their roles and responsibilities and enjoy their jobs. Ongoing supervisions and appraisals support staff's professional development. They are able to request additional training and support for any areas of their practice they feel could be improved. Staff complete evaluations on their own practices, which enables the manager and provider to support them through training or peer mentoring. Consequently, staff feel valued and take their roles and responsibilities very seriously.

Systems for the evaluation of the nursery's educational programmes and opportunities for children are thorough and take into account the views of the parents, children and staff. Parents regularly put forward their suggestions through verbal feedback or at the regular parent evenings. Staff listen to the children about what they would like to do at circle times and through observations of what children enjoy. Staff discuss this information at staff meetings, which enables all staff to take part in the self-evaluation process. The manager has formulated clear, concise action plans, which promote the continuous

improvement of the educational programmes and the quality of teaching.

The manager and staff have effective links with wider professionals. This enables staff to seek support and guidance to help any children who are not reaching their expected developmental milestones. Professionals, such as special educational needs coordinators visit the nursery to observe children in familiar surroundings. Parents are able to attend and learn more about how to support their children at home. Therefore, enabling the professionals, staff and parents to work together to put in place individual learning and care plans to support children's learning and development. This helps to ensure that all children make good progress in relation to their starting points and are ready for the next steps in their learning and development or the move to school.

The Childcare Register

The requirements for the compulsory 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	EY308464
Local authority	Redbridge
Inspection number	943622
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	82
Name of provider	Premier Childcare Limited
Date of previous inspection	28/01/2011
Telephone number	0208 553 1886

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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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