

Eton Manor Children's Day Nursery

Eton Manor, Roding Lane, CHIGWELL, Essex, IG9 6BJ

Inspection date	30/01/2014
Previous inspection date	20/03/2013

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		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Planning is not fully developed to consistently reflect and meet the individual needs of all children attending the nursery.
- The security arrangements are not consistently effective as staff are sometimes unaware when unauthorised visitors enter the premises.
- Risk assessments are not sufficiently robust to ensure risks to children are minimised, particularly outdoors. Consequently, this does not ensure the safety of the children.
- The systems in place to make sure that all required areas of learning are effectively monitored are not effective. This does not fully promote children's continued progress.

It has the following strengths

- Staff establish positive relationships with parents. An effective two-way flow of communication supports children's welfare and their learning and development.

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 activities indoors and outdoors.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.

Inspector

Clair Stockings

Full report

Information about the setting

Eton Manor Children's Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from purpose-built premises in Chigwell, Essex, and is managed by Casterbridge Nurseries Limited. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. There are 106 children on roll. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 29 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 22 have a qualification at level 3 and above.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors

ensure risk assessments are reviewed regularly, that they identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked and how the risk will be removed or minimised.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that observation, assessment and planning for children under three years is focused on the prime areas of learning in order that all children are effectively supported and challenged to make sufficient progress given their age, abilities and starting points.

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

- develop self-evaluation systems, in order to drive improvement for the monitoring of educational programmes and ensure all required aspects of learning are fully covered, to help children make progress.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan a broad range of experiences for the children. They observe individual children's progress and record their development in their profile folders. However, they currently do not always use these observations effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. For example, staff working with the youngest children do not focus their observations and planning on the prime areas of learning for children under three years as is required. This does not make certain that all children are effectively supported and challenged to make sufficient progress in learning given their age, capabilities and starting points. As a consequence, children are not fully prepared for the next stage in their learning.

The key-person system supports effective links with parents and carers. The partnership

with parents is friendly and helpful as staff understand that working closely with parents has a significant impact on children's learning and development. Parents complete initial documentation, so that a clear picture of each child's individual needs and background is obtained. In addition, when staff complete the progress checks at age two, parents are asked to contribute to them. There are also opportunities for parents to regularly comment on staff's observations of their children's progress and achievements. Effective relationships with other professionals help staff to meet the needs of individual children, particularly those with special educational needs and/or disabilities or those who speak English as an additional language. As a result of this, children are cared for in a fully inclusive environment.

Overall, staff understand the needs of younger children, and rooms are set up safely in order for young children to crawl, take first steps and toddle around. Staff arrange toys and equipment so that children can make some independent choices, enabling them to follow their interests. In the baby room, children explore a range of developmentally appropriate resources, and staff encourage social interaction as they talk to babies throughout the day. That said, this is based on staff knowledge and not on their observations of children's achievements in the prime areas of learning.

Children in the pre-school rooms are busy and engaged in a number of different ways. For example, a group worked on a computer painting program, skilfully using the mouse to move the paintbrush on the screen. Children engage in imaginative role play based on their first-hand experiences as they play 'shops', selecting items and counting out money. Elsewhere, others use the computer keyboard and alphabet chart to find the letters in their name. These learning experiences support the development of their language, literacy and physical skills. The children show pride in their knowledge and are supported to learn in playful and enjoyable ways by staff, who listen to them and engage in lively conversation. In addition, the rapid development of communication skill of many three-year-olds is promoted through imaginative activities both inside and outside as children act out favourite stories.

Children enjoy creative play, where they can access a variety of materials; they enjoy painting and watching the colours mix and blend together. Another group of older children decorating lanterns in preparation for Chinese New Year concentrated hard on trying to cut with scissors and operate the glue sticks. A skilled member of staff enabled them to think about what they are doing and provided the right level of support to each child. At times during the session, older children have the opportunity to play outdoors. Here, staff encourage children to try new activities and to judge risks for themselves. Staff are on hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys. This promotes children's physical development and encourages them to get better at things through effort and practice. Consequently, they develop some skills to support the next stage in their learning and their move to school.

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

Children learn how to keep themselves safe, such as by handling scissors correctly, and participating in regular fire drills. However, inadequate safety measures in some areas of

the nursery mean that children at times are provided with a false sense of security. For example, although there is a key pad entry system on the front door of the building, systems to prevent unauthorised access are not sufficiently robust. As a result, the setting is not secure.

The majority of children are happy and settled in the nursery. The key person system successfully supports children's transition from home. This is achieved by staff who work alongside parents to make sure that important information is shared about each child's personal needs, likes and dislikes. All of which helps to support children sense of belonging, helping them to feel secure. Children transferring between rooms are given consistent care and support to help them settle with confidence. Key persons visit the room with the child and pass on information to those taking over the role. Children have opportunities to visit their new room in increasing lengths of time until they feel secure. Older children's proposed teachers visit the provision to ensure the transition to school runs as smoothly as possible. Babies and children develop close relationship with key persons, which supports their emotional development. This is demonstrated through children's interactions as they move around base rooms. This shows that children feel safe and secure in the environment.

Children learn to adopt healthy lifestyles and are developing good personal hygiene routines with support from staff. Meals are varied, healthy and nutritious and children are encouraged to make healthy choices. Older children develop their independence as they pour their own drinks, serve their food and control their own portion sizes. Staff give children appropriate support in managing coats, hats and gloves as they prepare for play outdoors. As a result, children achieve some independence in hygiene and managing their personal care. Staff are knowledgeable about any allergies and special dietary requirements are specifically catered for. They hold first aid and food hygiene certificates so they can deal with minor injuries and prepare food safely. In addition, staff follow the secure medication policy when children require medicine at the nursery. Children benefit from regular fresh air and exercise during outdoor play.

Appropriate strategies are in place to manage children's behaviour, and staff encourage sharing and turn-taking in preparation for school life. Children are praised when they do well, which generally builds self-esteem and confidence, such as when young children demonstrate independent counting in activities. Overall, staff implement consistent boundaries, which supports children to learn about what is acceptable behaviour. Children generally behave well and show that they are kind and considerate to each other. For example, older children are able to wait and take turns during their play. Complying with these expectations means children have some emerging skills to underpin their eventual move to school.

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

The inspection took place following concerns about safeguarding children. Ofsted carried out a visit to see if the provider was meeting the safeguarding requirements of the Early Years Foundation Stage. Appropriate action taken by the provider at the time meant that

welfare requirements to safeguard children were effectively met on this occasion. However, breaches in other welfare requirements mean that children's health and well-being are not fully protected. Clearly written risk assessment documents are in place to support staff in reviewing potential hazards to maintain a safe environment for children to play in. However, they are ineffective. This is because they do not cover all areas accessible to children and safety measures in place are inadequate. For example, although staff carry out daily checks of the outdoor area, they are insufficiently robust to identify potential hazards, such as a loose hosepipe, that present a risk to children's safety. This is also a breach of the requirements of the Childcare Register.

Designated staff have attended appropriate safeguarding training and their knowledge is cascaded down at staff meetings. Consequently, staff have a secure knowledge of what to do if they have concerns about a child's welfare. The nursery's policy for the prohibited use of mobile phones is made known from the outset. All staff have been subject to the relevant background checks to ensure they are suitable to work with children. A number of staff have undertaken paediatric first-aid training, which enables them to provide appropriate care should a child have an accident at nursery. Children are appropriately supervised as they play as the required staffing ratios are met at all times. In addition, the manager regularly checks the playrooms to monitor the staffing arrangements.

Effective partnerships with parents are in place. Parents have regular information about their children and there are information boards and online systems to share information. Newsletters give parents information about the forthcoming events. This means that parents feel valued and are encouraged to support their children's learning in the nursery and at home. For example, parents encourage their children to participate in special events by providing costumes for special themed days or provide family photographs for display. Parents spoken to during the inspection were very positive about the nursery. Parents say they are pleased with their children's progress and appreciate the daily diaries that keep them informed about the youngest children's routines. Staff also work closely in partnership with other early years professionals and settings to support children's transitions and to promote continuity in their care and learning.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. Suitable induction procedures are in place to support new staff and students, and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. Overall, these systems are generally effective in raising the professional practice of staff. Training needs are also identified and the effectiveness of recent training on working with babies, teaching phonics and making observations can be seen in some parts of the provision. In general, the manager has a sound understanding of the strengths and weaknesses of the educational programmes and identifies areas for improvement accurately. For example, a recommendation from the previous inspection to enhance the outdoor area has been successfully addressed. This helps to promote good outcomes for children. However, due to weaknesses in the monitoring of the educational programmes,

particularly for the younger children, not all required aspects of learning are fully covered to help children make progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).

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	EY385378
Local authority	Essex
Inspection number	950587
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	102
Number of children on roll	106
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	20/03/2013
Telephone number	0208 504 5040

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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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