

Clayhall Nursery

208 Clayhall Avenue, Ilford, Essex, IG5 0LE

Inspection date

06/02/2014

Previous inspection date

17/01/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy their time spent at the nursery and have secure emotional bonds with staff.
- Staff generally demonstrate a sound understanding of the Early Years Foundation Stage to support children's learning and development.
- Children benefit from daily outdoor play to support their well-being.
- Children receive healthy meals and snack to enable them to understand foods that are good for them.

It is not yet good because

- Risk assessments are not robust enough to identify potential hazards to effectively promote children's welfare.
- Staff do not consistently use explanations to promote children's understanding about health and safety to help them learn how to look after themselves.
- Staff do not always plan activities according to children's abilities and stage of development, particularly to encourage early writing skills.

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 observed children's play, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector discussed the childminder's development plan and self-evaluation.
- The inspector sampled documents including children's development records, policies and procedures.

Inspector

S Campbell

Full report

Information about the setting

Clayhall Nursery registered in 1997. The nursery is privately owned and is situated in a semi residential street in Clayhall, and is close to local parks and amenities within the London Borough of Redbridge. Three rooms are currently used and there is an enclosed outdoor play area.

The nursery open each weekday from 8 am to 6 pm all year round except bank holidays and one week at Christmas. There are currently 34 children from eighteen months to under five years on roll in the early years age group. The children attend on a full and part-time basis. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 12 members of staff, of which eleven staff hold appropriate early years qualifications. Six staff are working toward a high childcare qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure risk assessment identify aspects of the environment that need to be checked regularly, with particular regard to the use and positioning of fan heaters
- ensure activities meet children's individual needs and stage of development, and plan realistic and meaningful experiences to promote their learning, with particular regard to developing early writing skills

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

- extend children's learning by consistently promoting their awareness of health and safety by talking to children about all aspects of hygiene relating to hand washing, and sitting safely while they eat, play and learn.

Inspection judgements

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

Staff demonstrate a sound understanding of the Early Years Foundation Stage, and as a result children make steady in their learning. Staff undertake regular observations and assessments to determine children's next steps in learning. Children's individual needs and

interests are generally met because observations inform planning. Staff provide sufficient resources to enable children to practise early writing. However, planned activities are not always meaningful and age appropriate to promote children's early writing skills effectively. Many pre-writing activities are too adult led as staff encourage children to copy their name using tracing paper and dot-to-dot activities. Consequently, children do not have opportunities to explore writing in a relevant way, such as writing shopping lists during imaginative play.

Younger children enjoy listening to stories with their friends. Staff use this as an opportunity to allow children to make links with the weather and support their learning about the natural world. Children talk about the need to wear a scarf when it is cold. Older children are encouraged to make connections with special events in their lives and share their experiences while listening to stories, for example an outing to the woods. Babies happily babble in response to staff's spoken words and are beginning to say some simple words clearly. Staff sing familiar nursery rhymes to babies while they play with the water to support their early language and communication skills. They use songs such as 'it's raining it's pouring' to help them link the activity to familiar experiences. Younger children enjoy engaging in group singing time sessions and they take pleasure imitating the actions to 'the wheels on the bus'. Additionally, staff use this as an opportunity to use open ended questions to encourage children to communicate their thoughts confidently in group situations. For example, by asking children "what does the driver say"? In the main older children are confident talkers and while playing with the shaving foam staff encourage children to talk about their sensory experience.

Staff teach children simple mathematical concepts from an early age. For example, younger children begin to learn about measure and volume by using measuring tubes and jugs in the sand. More able children use some mathematical words in their play and enjoy counting toes and fingers while using with the x-ray toy. Older children have access to a range of mathematical toys to support their problem solving skills and interest in numbers such as an abacus, tape measures, dominos and scales. During circle time sessions others confidently name a number of shapes and colours. These activities enable children prepare for their next stage of learning.

Staff promote children's knowledge and understanding of the world through a range of activities and experiences to support their learning. Children are developing a sound understanding about how things work and using everyday technology and use simple programmes while playing on the computer. A compact disc player is available and children younger children benefit playing with the alphabet activity centre. Through planned events children try a variety of traditional foods from around the world by celebrating 'International Food Day'. This includes African, Asian and Caribbean and English foods. This helps children to learn about the wider community. Additionally, staff provide opportunities for children to explore and observe the natural environment by taking children out on trips to the woods where they are able to see a range of animals in their natural habitat.

Children are cared in an environment that is relaxed and caring. Babies play and explore comfortably with the support of staff's close supervision. During the day babies benefit from the positive interactions to promote their confidence, for example at mealtimes. Staff have developed secure attachments with children. A sound key person system is in place including a buddy system to promote continuity of care. Children's transitions to school are supported because staff exchange visits with school staff. Staff have implemented a photograph book with pictures of local schools to enable children to become familiar with their new surroundings.

Children happily play alongside their friends and others enjoy playing on a two-seater tricycle while playing in the garden. Older children have access to a range of group games enabling them to learn how to share and take turns. Children are well behaved and benefit from praise and encouragement. Staff use appropriate methods to manage children's behaviour according their age and level of understanding so that they develop an understanding of right from wrong. There are pictures displayed in younger children's room of happy, sad and tired faces. This enables children to use a range of communication skills to express their emotions to staff and others.

There are appropriate routines in place to encourage children to wash their hands at appropriate times, which helps the spread of cross infection. Children are cared for a clean and generally safe environment. However, staff do not consistently talk to children about the importance of good hand hygiene, or why they should sit on chairs appropriately while having meals. This means children do not learn about managing their own safety and self-care skills. In the main children's independence skills are promoted through everyday routines. At mealtimes children make choices about they would like to eat, serve themselves and scrape their plates when they have finished. Staff use mealtimes to talk to children about eating healthy and the benefits, for example because it will give them big muscles. Children receive balanced meals to promote their well-being. Relevant information has been obtained from parents about children's dietary requirements to enable to ensure their needs are met. Younger children enjoy taking part in music and dance sessions with staff and their friends. They imitate staff marching on the spot, running, jumping and using their arms to pretending swimming. This helps promotes their physical skills and highlights the importance of exercise for a healthy lifestyle.

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

Management and staff demonstrate a secure understanding of their role in safeguarding children. Safeguarding policies and procedures include required information enabling staff to act in children's best interest. Management is fully aware of the need to inform Ofsted and relevant agencies of any concerns about children or the suitability of adults within the required timescales. Staff receive in-house training to further underpin their knowledge and understanding. Relevant documentation is maintained and shared with parents upon their request, which promote partnership working. Following a support visit from a local authority advisor it was identified that child record forms did not include information about

parental responsibility, as required. The manager has now changed the format of registration forms to ensure that this information is collected. They are in the process of working with parents to gather the required information.

There are processes in place for risk assessments and most areas are safe. However, they have not identified all potential hazards to children. During a breakdown in the heating system free standing fan heaters are used, which are hot to touch. Some are within the reach of children and another is positioned on a low-level storage unit. The trailing cable poses a risk to children's safety. Because risk assessments are not effective and this a breach of requirements.

Staff demonstrate a sound understanding of the learning and development requirements to support children's progress and future learning. There are systems in place to track children's progress enabling them to receive individual support, and monitor the quality of teaching and learning. However, some planned activities do not meet the developmental needs of all children. Staff demonstrate commitment to working in partnership with external agencies so that children's individual needs are met. Staff have sound relationship with parents. Through ongoing communication with parents they are kept informed of children's progress and learning. Parent's contribution to children's learning are valued, and as a result children's next steps in learning are shared with parents to promote continuity. Additionally, parents are encouraged to undertake activities with children to support their play and learning, for example story telling.

There are secure systems in place for ensuring children are cared for by suitable adults, through robust recruitment procedures. Sound induction processes means that staff are supported in their roles. Management support staff's ongoing professional development and training needs through appraisals and supervision. Consequently, staff attend ongoing training to promote positive outcomes for children. For example, challenging more able children, physical development and developing the outdoor environment. Staff demonstrate a secure commitment to continuous improvement to provide a secure learning environment for children. This is because previous recommendations have been addressed. Staff promote children's understanding of healthy eating, and there are appropriate recording systems in place for visitors, which promote children's learning and well-being. There are processes in place to create a culture of reflective practice. Staff are working toward extending resources and the implementation of picture symbols so that children can make food choices. Additionally, with the support of the local authority new systems for observation, assessment and planning has been implemented to support children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

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

- undertake a risk assessment of the premises and equipment: at least once a year, and immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once a year, and immediately, where the need for an assessment arises and to ensure that all necessary measures are taken to minimise any identified risks (voluntary 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	128498
Local authority	Redbridge
Inspection number	946715
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	34
Name of provider	Clayhall Nursery Partnership
Date of previous inspection	17/01/2012
Telephone number	020 8551 2577

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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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