

Chadwell St Mary Day Nursery

The Old School House, Chadwell St Mary Primary School, Riverview, Chadwell St Mary, GRAYS, RM16 4DH

Inspection date	11/04/2014
Previous inspection date	16/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely well protected in a safe, caring environment because management and staff have an excellent understanding of how to safeguard children. Babies and children are extremely happy and secure because of the very strong bonds they have formed with the adults.
- Children and babies make exceptional progress towards the early learning goals because staff have excellent knowledge of how children learn. They are given the skills to learn with rich and varied learning opportunities for play and exploration.
- The highly effective key person system is successful in engaging all parents in their children's education. Transitions are exceptionally well organised to promote continuity of care and learning.
- Rigorous monitoring of all aspects of the provision and accurate self-evaluation enables staff to continuously improve the quality of provision and practice to the highest standards.

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 toured the setting both indoors and outdoors.
The inspector looked at a sample of documents and policies relating to
- safeguarding, self-evaluation, risk assessments and children's learning and development records.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents.

Inspector

Vicky Turner

Full report

Information about the setting

Chadwell St Mary Day Nursery was registered in 2003 and is on the Early Years Register. It operates from a two-Storey converted house within the grounds of a local primary school in the Chadwell St Mary area of Essex, and is managed by a team qualified to graduate level. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, three hold a BA honours degree, one Early Years Professional Status and one Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 138 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- expedite children's competency in using the newly purchased information and communication technology resources.

Inspection judgements

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

Teaching and learning is outstanding because staff are very knowledgeable about how babies and young children learn. They have an excellent understanding of the learning and development requirements and use their expertise to provide varied and exciting learning opportunities for all children. For example, children travel by bus to the transport museum and make papier mache hot air balloons on their return. They examine a lamb's heart when learning about the body and observe changes in melting ice. Rigorous observation and assessment procedures enable staff to plan thoroughly to meet each child's individual needs. Parents and children are very much involved at the planning stage and have the opportunity to say what they would like their children to learn within a topic. Parents also contribute resources to support topics. Planning includes children's interests. As a result, children are highly motivated and eager to contribute and find things out for themselves. Visits and visitors enrich children's learning and life experiences contributing significantly to their understanding of the wider world. For example children visit museums, the local church and the library. Walks to the local park provide excellent opportunities for children to observe seasonal changes and nature close up. There is an extremely strong emphasis on developing children's language skills and vocabulary. Adults model language precisely, thereby extending children's vocabulary and use of language

very well. Babies listen with huge interest to adults, imitating adult talk, babbling, or saying one or two words in response to them. They also attempt to join in with action songs by vigorously moving their arms and legs and laughing in excitement when they recognise a familiar rhyme or tune. Older children role-play 'At the seaside' as they buy and sell ice-cream using language related to money. They thoroughly enjoy playing with shaving foam talking about texture, linking letters to sounds and practise forming letters correctly. This is accurately modelled by an adult. There are numerous opportunities for children to make marks using a variety of resources and younger children make different patterns as they decorate a large Easter egg. Older children are highly enthused as they listen attentively, eagerly contributing during an interactive story time. They make predictions and talk about characters' feelings and actions. They discuss patterns in the illustrations and showing a very good understanding of events in the story. Children and babies show a real love of books which they happily choose to share with each other. Staff take every opportunity to develop children's mathematical skills through number rhymes, practical counting activities and games. High quality questioning extends children's thinking and develops their problem solving skills. They experiment with large cardboard tubes and different-sized balls problem solving as they work out which size balls will go through which tube.

The setting is exceptionally well provided for with colourful high quality child-accessible resources which fully support learning and development. Children with special educational needs/and or disabilities and those or whom English is an additional language, make excellent progress from their starting points. Children's progress is tracked and data analysed to identify any gaps in learning. Sharply focused targeted support plans are in place to rapidly close any gaps in progress of those children who are working at a level below that typical for their age. As a result, all children are exceptionally well prepared for school or their next stage of learning. Children's learning journals are well documented and show that children are progressing rapidly towards the early learning goals. Children experiment with sound on large tuned pipes outside. They celebrate various religious and cultural festivals throughout the year which enhances their knowledge and understanding of people and communities that differ from their own.

Staff use highly effective teaching methods and ensure children have time to explore and discover new skills and interests. As a result, all children learn to persevere and sustain concentration in self-chosen activities for a considerable time. Children are taught the skills for learning and are therefore able to make connections and transfer their leaning to other situations. For example, during outdoor play, one child reminds the adult 'don't sit on your knees - It's not good for your blood!'. This is very well recalled due to previous learning about the body and the circulation system.

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

Children and babies settle happily and very quickly to activities because very strong bonds are formed with the adults. The thoroughly embedded key person system enables staff to develop exceptional relationships with key children and their families right from the start. This ensures that children have a very strong sense of belonging and emotional security.

The baby room has excellent facilities for nappy changing and quiet sleep areas. Babies curiously explore their surroundings, reaching for books and soft toys. They begin to understand cause and effect as they explore programmable toys. Other rooms are very well equipped with wall mounted visual and tactile play boards, role play and book areas, small world and construction areas. Children are highly independent and eager to try new ideas or experiences. They learn to make good choices confidently and soon build positive relationships with other children.

The innovative outdoor provision provides plenty of opportunities for physical exercise as children run around in the fresh air 'hunting the welly'. Children confidently show off their balancing skills and use their creative thinking skills to construct their own climbing structures. They play safely and are taught how to use equipment safely. Children's dietary needs are very well met. They are provided with a daily healthy nutritious breakfast, snack and lunch. They confidently help themselves to the food and competently pour their own drinks. Babies choose a piece of fruit and drink from a cup independently. Children's dietary and medical needs are considered when preparing food and they learn the importance of eating healthily. Visits from the dentist help children learn how to look after their teeth. They are reminded about safety rules. For example, children remind each other to use their 'walking feet' for inside, and 'running feet' outside. Children learn to stay safe on the road and are made aware of 'stranger danger'. Visitors to the setting enhance children's understanding of personal safety. Regular fire practices ensure that all children know the procedures for safe emergency evacuation. Children's self-help skills are very well promoted through well-established routines that focus on them managing tasks independently. Picture prompts remind them to wash their hands after using the toilet. Toddlers are taught how to wipe their own noses and dispose of the tissues appropriately. Children's behaviour is impeccable because adults set crystal clear boundaries so children know exactly what is expected. Children listen well and follow instructions immediately. Individual strategies are in place for children with more challenging needs. Positive behaviour and personal achievements are always rewarded and praised. For example, staff ensure 'Wow' moments in the nursery or those observed at home are prominently displayed. This boosts children's confidence and self-esteem. The graduation ceremony is a special occasion when children dress up as their favourite book character and receive a certificate to celebrate their nursery achievements.

Preparation for the next stage in children's education is rigorous and innovative in ensuring families and children move on happily, with eager anticipation. Transition arrangements are highly successful in preparing children emotionally for transferring from one nursery room to another and from nursery to school. Younger children are gradually moved up to their next room together with their peers and their known key Person who supports the child until he/she is fully settled. A qualified gym coach visits the nursery once a week in the summer term to help children learn to change quickly into their PE kit. This promotes their self-help skills and ensures that minimal learning time is lost. The pre-school teacher visits the feeder schools and liaises with the reception teachers who visit the children in their own setting. Transition books in different languages help children familiarise with their new key persons, teachers and the learning environment.

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

Children's safety is given the highest priority in the nursery. All required policies and procedures are in place to ensure that children are kept safe at all times. Children are very well protected because the director, managers and staff have a very thorough understanding of their responsibilities to safeguard children. Staff are highly confident in their knowledge of the safeguarding policy and the procedures to implement to ensure children's safety. All staff are rigorously checked to ensure their suitability to work with children. The premises are very secure and visitors' identity is checked before gaining admission to the setting. Thorough daily risk assessments ensure that tools, equipment and all areas of the learning environment are safe. Accident and medication records are very well maintained and parents are informed when accidents occur and when medicines are administered.

The setting enjoys outstanding, astute leadership and management. The staff are highly qualified and with excellent understanding of the learning and development requirements for babies and pre-school children. Robust systems and procedures at all levels combined with an experienced highly skilled staff team means that the setting runs exceptionally well. The training manager monitors the training matrix closely so that all staff are up to date with their training, including safeguarding and current paediatric first aid training. Staff are highly motivated and seize every opportunity to further improve their already first rate practice. Managers have a precise overview of the quality of teaching, learning and assessment from frequent room observations, data analysis and monitoring. The progress check at age two is firmly in place. Accurate self-evaluation involves the views of parents and children alongside those of staff. This has a significant impact on children's outcomes. The recommendation from the previous inspection has been fully addressed. The pre-school room is currently being refurbished to include an interactive white board and new information and communication technology equipment purchased to enhance the use of technology in the indoor and outdoor learning environment. For example, child friendly tablet computers will enable children to take their own photos which can then be uploaded onto their electronic learning journeys. Staff have yet to show children how to use and become competent in accessing the new equipment and related software.

The highly effective key person system is very successful in fully engaging parents in their children's education. They share information with staff about their children when they start the nursery and contribute to their child's learning journeys. Parents receive daily written feedback on their child's activities during the day. Children and their parents take part in various fundraising activities at the nursery to support those less fortunate than themselves. Staff support parents in many ways, for example they run a 'potty camp' to help parents learn strategies to support successful potty training; 'Tissues and tea' sessions support parents with 'letting go' and resolving any concerns when their child is due to start school. Parent forums and the comment and suggestions book enable them to express their views about the provision. They receive plenty of information through daily informal conversations with staff, newsletters and e-mails. Parents speak highly of the provision saying that 'It's phenomenal!' 'They prepared my son beautifully for school.'

'Staff are very engaged with the children and the parents. I feel it's an extension of my care'. Strong partnerships with external agencies enable staff to provide well targeted support to enable vulnerable children to receive appropriate interventions to promote their progress.

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	EY271369
Local authority	Thurrock
Inspection number	848563
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	138
Name of provider	Chadwell St Mary Day Nursery Ltd
Date of previous inspection	16/10/2009
Telephone number	01375 843 601

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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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