

Abbs Cross Day Nursery 3

Collier Row Childrens Centre, 28 Clockhouse Lane, ROMFORD, RM5 3QJ

Inspection date	07/04/2014
Previous inspection date	18/04/2011

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		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

- Safeguarding is an exceptionally high priority and the staff team's secure understanding of how to maintain children's safety supports children's well-being effectively.
- Children are extremely well prepared for their next stages of learning. Children's moves within the nursery and onto school are extremely well supported.
- Staff gather extensive information from parents and use this effectively to identify children's starting points and to plan for their individual requirements. Parents are kept exceptionally well informed about their child's progress and as a result are actively involved in their child's learning.
- The family worker system is exceptionally effective in supporting children to settle into the nursery and form strong attachments with the caring, friendly and supportive staff.
- Exceptionally robust observation, planning and assessments systems enable staff to provide children with an extensive range of activities that challenge and motivate them taking into account their individual interests and learning styles.
- The leadership team is committed to providing a visually stimulating, exciting and easily accessible learning environment, both indoors and outdoors.

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 the children during activities, and their interactions with staff.
- The inspector sampled a range of documentation including child and staff records, accident and medication forms and evidence of suitability and qualifications of staff
- The inspector spoke with a number of parents to gain their views on the quality of the provision.
- The inspector conducted a tour of the premises and carried out a joint observation with the manager.
- The inspector discussed issues regarding the provision throughout the inspection with the manager and members of staff.

Inspector

Lara Hickson

Full report

Information about the setting

Abbs Cross Day Nursery 3 is a privately run provision and one of four settings run by the provider. It opened in 2007 and operates from rooms within Collier Row Children's Centre in a purpose-built building. It is situated in a residential area very close to the main shopping street in Collier Row in the London borough of Havering. Children have access to a secure enclosed outdoor play area. It is open all year from 8am to 6pm.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 58 children aged from birth to under five years on roll, some in part-time places. Children come from a wide catchment area across more than one borough. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs fifteen members of staff, the overall majority of whom hold an appropriate early years qualification at level 3 or above. A number of the staff team have completed a degree in the Early Years. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance further the already robust self-evaluation systems to include the views of all other agencies involved in the learning and well-being of the children attending.

Inspection judgements

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

The staff team demonstrate an excellent understanding of how children learn and develop and how they support this through an extensive range of activities that meet all areas of learning. Child initiated play is promoted exceptionally well. Staff value children's ideas and their interests as they believe children learn best and are more actively involved through playing, exploring and investigating areas that interest them. For example, one child shows an interest in colour and a member of staff extends this by explaining how colours such as grey are made. She suggests mixing the colour up and adds this information to the 'children's voice' planning sheet which details the child's interest and how this can be extended. The pre-school aged children have allocated time slots in the Learning Palace, a room created with activities to prepare children's move onto school. The member of staff who is the family worker for this group organises activities from her observations of children's individual interests. Her purposeful planning of activities led by children's individual interests enables children to thoroughly enjoy their learning.

Children choose what they would like to play with from the extensive variety of resources

stored at low level that encourages self-choice and decision making skills from an early age. Young children are supported extensively in the three prime areas of learning, which provides them with a firm foundation for further learning in the four specific areas. For example, children's communication and language skills are enhanced as children are given time to think about answers to questions as staff understand not to intervene too soon. This really supports the younger children and children who learn English as an additional or have speech and language delay.

The nursery's highly stimulating educational programme really enhances the next steps of learning for each child. Children make excellent progress because of the effective way the staff team use observation and assessments to plan for children's individual development, in line with the early learning goals. Any gaps in their learning are quickly identified and the necessary support given initially through a targeted support plan devised by staff. Generally this early intervention narrows the identified gaps for individual children. However following a review of children's progress after a few months, intervention from an external professional may be required. Staff competently follow any individual educational plans or specific exercises set by these outside agencies. Parents praise the effect that early intervention by staff has had on their children's learning and development.

There are extensive opportunities for children to explore different materials and textures and these include a range of innovative messy play activities such as shaving foam, cream, and hair gel. Extensive encouragement is given to children who have an aversion to messy play. For example, staff put different materials under cling film to allow children to experience different textures without getting their hands dirty. This helps children develop a positive attitude towards trying out new experiences. Children's literacy skills are extended extremely well as there are numerous opportunities for children to see print in meaningful situations. All toys boxes have labels with lower case print and pictures, for example. A broad range of activities effectively support children's early writing development and their early writing is actively supported by staff through praise and encouragement. Children therefore become motivated and interested learners, which helps prepare them very well for the next stage in their learning.

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

The family worker system is exceptionally effective in supporting children to settle into the nursery and to form strong attachments with the caring, friendly and supportive staff. Valuable settling in sessions enable staff to discuss and find out extensive information on children's individual needs and to establish close relationships with parents. Children learning English as an additional language and children with additional needs are exceptionally well supported by the staff team. This means all children are encouraged to reach their full potential.

The nursery is set out thoughtfully and attractively in designated areas of learning, which enable children to move around freely and safely. A recent evaluation of the layout has led to changes that have enhanced children's enjoyment further. Children are able to

independently select from the extensive range of resources available due to the way activities and toys are stored on low level shelving in baskets and trays. In the baby room babies can crawl and pull themselves up against low level furniture and play with activities that are arranged on child sized table. Babies enjoy rummaging around in the baskets and toy boxes choosing what they would like to play with. Consequently, children initiate their own play and learning from a young age.

The nursery supports children to develop a very secure understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. Children enjoy a healthy, well-balanced selection of meals and snacks and these are in line with individual dietary requirements and reflective of cultural diversity. The nursery uses an outside catering company to provide meals for children and these are in line with the Eat Better Start Better programme. Children's independent skills are promoted exceptionally well at meal times as they have opportunities to pour their own drinks, serve their own lunches and cut up their own fresh fruit. The outdoor area provides an extensive variety of play experiences that incorporate all areas of learning. This is particularly beneficial for those children who are more active and prefer to learn outside. A broad selection of physical activities promotes children's large motor skills such as the climbing apparatus, balancing equipment and wheeled toys.

There are highly effective daily routines that help to ensure children's well-being and independence are well promoted. For example, children are supported to manage their self-care and personal tasks such as putting their hands over their mouths when coughing and using tissues hygienically.

Behaviour within the nursery is extremely good. Any inappropriate behaviour is managed calmly and consistently by staff who provide positive role models for the children. Children are supported to develop key skills such as sharing and turn taking. Pre-school children are involved in creating their own rules for the Learning Palace and are overheard reminding each other of these such as, the need to use 'kind hands'. The staff team ensures that children are able to play in a secure, safe environment. A comprehensive risk assessment system ensures that any potential hazards to children are minimised. Children learn how to keep themselves safe with the exceptional support from the staff team. For example, when cutting their fruit at snack time staff remind children to use the knife safely. The effective deployment of staff in the nursery and the comprehensive security systems ensure children's on-going safety and well-being.

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

The nursery has robust safeguarding procedures in place and have comprehensively followed these policies and procedures in practice. An extensive safeguarding policy, including procedures regarding allegations against staff and restricting the use of mobile phones, is in place to help ensure children are protected. There are rigorous recruitment and induction procedures in place and all staff have undergone the necessary suitability background checks. Students on work experience are thoroughly supervised and

demonstrate a clear understanding of the boundaries within the nursery with regard to their role.

An exceptionally professional and united management team share a clear ethos for high quality childcare. The management team closely monitors the effectiveness of the educational programme to ensure that children are highly motivated, challenged and achieving their individual targets. Staff's professional development is comprehensively enhanced through on-going support during supervision sessions, appraisals and extensive training opportunities. This means staff are able to implement new ideas into their daily practice in order to make on-going improvements to the educational programmes.

Rigorous and effective systems for self-evaluation are in place and these are supported by clear improvement and development plans. The manager and staff team demonstrate a very positive attitude towards the on-going development of the nursery and regularly reflect on and evaluate the service provided. This is reflected in their self-evaluation records and their extensive planning documentation. The nursery has successfully addressed the recommendations that were raised at their last inspection, demonstrating a strong commitment to improving the quality of care and learning for children. The Management team has visited other settings and implemented new ideas which have further enhanced practice.

Extremely effective partnerships with parents and partnerships with other agencies have a significant impact on children's well-being. From the start of a child's placement parents are highly involved in their children's learning. During the termly parents' evenings, each family worker discusses individual progress with parents and they agree the child's next steps for the following term. This promotes a highly consistent, shared approach to their child's learning in the nursery and at home. Parents are encouraged to share their views through regular questionnaires and these are used to inform future developments. However, management does not currently seek the views of other professionals working with the children in order to further enhance self-evaluation and continuous improvement. Comments from parents during the inspection are extremely complimentary and really highlight the value parents place on the nursery. These include how staff have encouraged children to get involved in creative activities by allowing them to use favourite toys such as cars in paint and their support of children's speech development. The nursery supports children and their parents exceptionally well in their move onto school through their strong links with local schools. For example, reception teachers are invited to visit the children in their current environment and transition boxes are developed with examples of school uniform, book bags, photographs of the school and reception teacher. A 'tears and tissues' session is organised for parents and staff discuss how parents can prepare their children for school and provide some simple tips on making this move easier for the child.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY346133
Local authority	Havering
Inspection number	967333
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	68
Name of provider	Anne-Marie Paul
Date of previous inspection	18/04/2011
Telephone number	01708 741 144

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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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