

Chigwell Day Nursery

C/o David Lloyd Leisure Club, Roding Lane, Buckhurst Hill, Chigwell, Essex, IG9 6BJ

Inspection date	28/03/2014
Previous inspection date	16/09/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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

- Staff establish warm relationships with children. As a result, children demonstrate that they feel safe and secure.
- Staff are consistent in how they deal with behaviour management. Consequently, children learn how to behave and play well alongside their friends.
- Partnerships with parents are encouraged by the nursery and make a sound contribution to supporting children's well-being.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- At times, staff do not give children time to think about their responses to questions that they ask, so that children can put their thoughts into words as part of their language development.
- Opportunities outdoors to develop in all areas of learning are not fully explored, particularly for older children.
- Self-evaluation is not sufficiently robust to fully identify and prioritise areas for improvement.

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 activities indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's improvement plan.
- 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.

Inspector

Clair Stockings

Full report

Information about the setting

Chigwell Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 78 nurseries run by Asquith Nurseries Ltd. It operates from five rooms within the David Lloyd Leisure Centre in Chigwell, Essex. The nursery serves the local area and is accessible to all children. All children share access to a secure enclosed outdoor play area. The nursery opens each weekday from 7.30am until 6.30pm for 51 weeks of the year. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children and there are 70 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 21 members of childcare staff. Of these, one holds appropriate early years qualifications at level 2 and 12 at level 3 and above.

What the setting needs to do to improve further

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

- improve the level of challenge provided for children and support them to make more rapid progress by effectively using the assessment of children's skills interest and development to inform the planning of activities
- improve teaching strategies, so that staff consistently give children thinking time to put their thoughts into words to further support children's language development.

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

- enhance the outdoor area to provide a wider and more challenging range of experiences, particularly for the older children
- extend the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children are keen to learn and concentrate well at their chosen task. The planned educational programme covers all the areas of learning. Staff have a sound understanding of the learning and development requirements of the Statutory Framework for the Early

Years Foundation Stage. They use their knowledge to plan a satisfactory range of experiences for the children. They observe the individual children's progress and record their development in their profile folders. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. The key person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Older children arrive and after saying goodbye to their parent or carer explore the environment and settle down with their choice of play. Younger children have a nurturing environment in which to play and are supported by their key person well. This helps them to leave their parents and they receive reassuring cuddles to support them to settle. Children enjoy leading their own play and take part in activities which are guided by adults. For example, older children maintain focus for sustained periods of time when they work collaboratively with peers to complete a large floor puzzle, supported by staff. They adeptly fix pieces into place and smile as staff praise and acknowledge their efforts. Staff are on hand to monitor safety and provide guidance and encouragement when younger children use a low-level climbing frame indoors. This promotes children's physical development and encourages them to get better at things through effort and practice. Consequently, they develop skills to support the next stage in their learning.

Staff support the communication and language skills of all children, including those learning English as an additional language and children with special educational needs and/or disabilities. They introduce songs and rhymes effectively throughout the session and children actively join in the singing. Staff join in with children's play, talking to them clearly and taking opportunities to extend their vocabularies. For example, as younger children enjoy making marks by trailing toy vehicles through paint, staff introduce relevant new words. However, during this activity and at times throughout the day, less experienced staff pose questions but do not wait for the children's response, which hampers children's time to think about their reply. Children enjoy looking at books on their own or having stories read to them by staff, establishing children's interest in reading for pleasure. Staff provide a range of accessible writing materials for all children to practise their early writing skills. Consequently, they develop skills to support their move to school.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. A key person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them.

Children explore, play and learn in a safe and secure environment both indoors and

outdoors. The nursery is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls and some equipment to support all areas of learning is readily accessible for children to self-select. However, there is scope to extend the range of resources outdoors to provide a more challenging range of experiences, particularly for the older children. Indoors, managers have recently reviewed and extended the layout of the rooms to enhance the learning environment. As a result, the indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks and meals, which include fruit and vegetables and children's individual dietary requirements are met. All children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving outdoors. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The nursery adheres to regulatory ratios to meet the needs of all children and ensure they are closely supervised to assure safety. Children are protected in the event of an accident because a number of staff have a current paediatric first aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

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, which identify some training needs. Most staff hold relevant childcare qualifications and are keen to continually update their professional development. For example, recent training on

behaviour management supports them to manage children's behaviour. Staff use positive strategies to deal with any minor issues and children receive praise and encouragement, which supports their self-confidence and esteem. 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. In addition the nursery works closely with local authority advisors who offer expertise and advice. The manager demonstrates a commitment to the continual development of the whole provision and is beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. They are regularly informed about their child's learning through daily verbal feedback and informative newsletters. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Staff promote sound links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

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	EY287949
Local authority	Essex
Inspection number	965620
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	70
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	16/09/2013
Telephone number	0208 501 1085

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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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