

John Perry Day Nursery

John Perry Children's Centre, Auriel Avenue, Dagenham, Essex, RM10 8BS

Inspection date	08/04/2014
Previous inspection date	01/02/2013

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have developed strong attachments with children and new children are supported well to help them settle well.
- Staff make effective use of outdoor play to encourage children to use a range of movements and support their learning.
- Children benefit from receiving healthy meals and snacks that help them to develop a healthy lifestyle.
- Partnership with partnership and others are strong to support children's care, learning and development.
- Staff support children's language and communication skills well and in everyday routines.

It is not yet outstanding because

- Staff do not consistently use everyday routines to support children's early mathematical development.
- Mealtime routines are not consistently used to support children's self-care skills to make choices and serve themselves.

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 sampled documents including children's development records, policies and procedures.
- The inspector and manager undertook a joint observation of a daily routine.
- The inspector discussed the setting's self-evaluation.

Inspector

Shawleene Campbell

Full report

Information about the setting

John Perry Nursery registered in 2005 and is managed by the London Borough of Barking and Dagenham. The nursery is a purpose built building located in the grounds of John Perry Primary School in a residential area of Dagenham, in the London Borough of Barking and Dagenham, close to transport links. There are three rooms and an enclosed outdoor play area for outside play.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the years excluding one week at Christmas and bank holidays. There are 108 children on roll in the early years age group. Children attend on a full- and part-time basis. The nursery receives funding for the provision of early education for two-, three- and four-year-olds. The nursery supports children who speak English as an additional language and children with special educational needs and/ or disabilities.

The nursery employs 20 staff including management. Most staff, including management, hold appropriate early years qualifications and two members of staff have Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance opportunities to promote children's mathematical development in everyday routines

- extend opportunities for children to be independent by enabling them to consistently serve themselves at meal times and make choices.

Inspection judgements

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

Staff work closely with parents from the home visit stage to obtain useful information about children's individual needs. In addition, while children are settling in, staff gather information about their starting points so that they are able to effectively build on what children already know and can do. Staff undertake regular observations, which effectively informs planning. They plan daily activities to meet children's individual needs and interests, which supports their learning and development.

Children enjoy their time at the nursery and older children benefit from engaging in story time activities. Staff ensure story time is interactive by asking children open-ended

questions about they see and what dinosaurs eat. Consequently, children respond that dinosaurs eat leaves for lunch. This encourages children to think and respond to questions and promotes their communication and language skills well. Staff consistently talk to babies who are beginning to use one and two word sentences to express their thoughts, for example asking 'What's that?' Staff sing nursery rhymes to young children enabling them to make connections with words have meaning, for example 'Twinkle Twinkle Little Star'. Older and more able children are encouraged to identify their name by using the self-registration system. Additionally, children's coat pegs include their name and a photograph. Children practise early writing skills by making marks while painting and using spatulas in corn flour. Older children draw recognisable shapes and staff encourage them to write their name on their artwork so that they make meaningful marks to promote their literacy development. These activities enable children to be well prepared for the next stage of their learning.

Staff use story time activities to encourage children to compare big, small, long and short. Children compare the pictures of dinosaurs to small world toys, which helps support their learning and development. Additionally, more able children use mathematical words spontaneously while drawing with their friends. For example, drawing ninety nine and one hundred. However, staff do not always use everyday routines to support children's mathematical skills, for example by counting cups and plates at mealtimes. Staff promote children's developing information technology skills through providing simple mouse control games on the computer. Children use a 'maze' type programme, confidently demonstrating good coordination skills and know how things work. Staff plan meaningful activities to support children's learning, imagination and aspirations, for example 'I want to be when I grow up'. Subsequently, children use their imaginations and dress up in various costumes. For example, favourite superheroes and children's film characters. Children benefit from taking part in a varied range of sensory experiences to support their learning and development. Children explore edible textures through taste and touch. Staff interact in children's play well to guide and support their learning. Together they play with small world toys, such as a dolls' house, play people and furniture to promote imaginative play and language. Others enjoy playing with cars and dolls, which allows them to act real life scenarios.

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

Staff have developed strong attachments with children to support their care, learning and development. Staff know children's individual characters well. As a result, when babies show that they are tired they benefit from close interactions with a special adult. They sit on staff's lap in the nursing chair and contently listen to nursery rhymes. Others cautiously observe unfamiliar faces in their environment while standing next to staff, which demonstrates they have trusting relationships with staff.

Staff are well deployed both indoors and outdoors to ensure children's safety and well-being. Children take part in daily outdoor play to promote their learning. Staff ensure children are supervised while playing on large equipment to enable them to take safe risks, for example by using the balance. Staff enable children to make choices about their

play as they can play inside or outdoors throughout the day. Children have access to a good range of outdoor toys to support a varied range of movements, coordination and negotiation skills. This is because children benefit from playing on ride on toys, a wheeled cross-trainer, climbing frame and bikes.

Younger children's independent skills are promoted well through practical routines, such as feeding themselves with finger foods. An established 'free-flow' snack system is in place so that children can help themselves to a wide range of fruits during the day. Additionally, it helps children make healthy choices and gain a good understanding of developing healthy eating habits. However, staff do not always promote more able children's independent skills at meal times to make choices, serve their own food and pour their drinks.

Staff follow good hygiene routines and ensure young children's personal items are labelled and sterilised to minimise the spread of cross infection. Children are aware why they should wash their hands before mealtimes, 'because of germs'. Staff ensure babies' personal belongings, such as their drinking cups and dummies, are labelled and sterilised to minimise the spread of cross infection. Staff maintain good practices when changing younger children's nappies. They ensure nursery supplies are used in the event children's own nappies are not available. Staff ensure information about any changes to children's individual needs are shared with parents verbally at the end of the day and via daily feedback sheets. This promotes effective partnership working.

Overall, children are well behaved and where required staff remind children of the golden rules to enable them to develop a good understanding of right from wrong. For example using quiet voices. Staff use gentles reminder to encourage children to say 'thank you' to promote their social skills. Older children show kindness and affection toward each other because on their arrival to the nursery they receive hugs from their friends. Staff use outdoor play to effectively promote children's understanding of safety while playing on large outdoor equipment. This is because children are reminded to wait at the top of the slide so that they do not hurt their friends.

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

The provider demonstrates a good understanding of their responsibility in meeting all requirements. Staff are well deployed both indoors and outdoors to promote children's well-being, and the adult to child ratio is maintained at all times. Staff and management are aware of their role and responsibility in relation to allegations made against staff so that they act in children's best interest. They have a clear understanding of keeping relevant agencies informed of any concerns. Staff receive training to support their professional development, and demonstrate good understanding of managing children's behaviour according to their age and level of understanding. There are robust risk assessments in place to minimise potential hazards, for example low level window sills. Additionally, minor accidents are recorded and shared with parents to promote children's welfare. Children are well supervised at all times.

Staff demonstrate a good understanding of their role in safeguarding children to promote their welfare. Staff ensure relevant documentation is well maintained and where required shared with parents to promote children's well-being. Staff demonstrate a good understanding of the learning and development and safeguarding requirements. They work closely with professionals involved in children's care so that their individual needs are met. From the outset, useful information is obtained so that they are able support children and parents, which effectively promote inclusion. The established special educational needs coordinator ensures there is a good exchange of communication with parents and others.

There are policies and procedures in place, and brief relevant procedures are included in the informative parent handbook. There are effective processes in place to monitor the quality of teaching and learning. Management randomly monitor children's development profiles to ensure children are making progress in their learning. Consequently, staff receive ongoing guidance and support in undertaking observations and planning. There are processes in place to effectively track children's progress and identify the need for additional support, as required. Staff receive ongoing support through supervision and appraisals, which helps identify individual and group training needs. Improvements since the last inspection mean that staff now encourage children to make marks for a purpose including attempting to write their name on their artwork. This promotes good outcomes for children.

Staff have developed a good approach to self-evaluation to identify strengths and areas for improvement. They work closely with the local authority to support continuous improvement. Consequently, individual staff's professional development is supported. Plans are in place to enhance the processes for recording observations. Management and staff also intend to further develop communication with parents so that ample notice and reminders are given for events and other information. This was as a result of parental feedback through questionnaire, which demonstrates good partnership working and valuing parents' views. In the main, staff have developed strong partnerships with parents. An information board is in place to allow parents to share their 'wow' moments with staff, children and others. Parents speak favourably about the care and service provided. Staff have established good links with schools to help children to settle quickly when the time comes. Staff invite teachers to visit and they complete transition reports to support children's future learning and development.

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	EY300229
Local authority	Barking & Dagenham
Inspection number	967499
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	108
Name of provider	London Borough of Barking & Dagenham
Date of previous inspection	01/02/2013
Telephone number	0208 724 1560

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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