

Nappy Gang Nursery

100 Oliver Road, Score Building, London, E10 5JY

Inspection date

Previous inspection date

19/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are acquiring the necessary skills to be ready for school because the quality of teaching is generally strong and practitioners provide a good range of adult-led and child-initiated play based activities that cover the seven areas of learning
- Children are happy, well behaved and relate well to the staff team. This is because their individual needs are met through good partnership working with parents.
- Staff work well together and form an experienced and coherent staff team. They clearly enjoy what they do and this creates a happy and friendly environment.
- Effective performance management ensures that staff are listened to and offered mutual support and individual training that supports their professional development.
- Daily outings enhance children's physical skills and understanding of the world.

It is not yet outstanding because

- Staff miss some opportunities to engage children to maximise their learning during adult-led focussed activities.
- There is less opportunity to extend children's mathematical development in the outdoor environment.

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 practice, including group teaching activities, meal times and care routines.
- The inspector talked with some of the staff from each room, held discussions with the manager.
- The inspector and manager undertook a joint observation of a focussed teaching activity.
- The inspector examined documentation including a representative sample of children's record, developmental plans and staff suitability checks.
- The inspector observed children's play and staff interaction, indoors and in the outdoor environment.

Inspector

Kathryn Falzon-Perera

Full report

Information about the setting

Nappy Gang Nursery originally registered in 1992. In 2013 the nursery was registered under a new ownership. The nursery operates from purpose built premises in Leyton in the London Borough of Waltham Forest. Children use three play rooms. There is also a sensory and soft play room available for the children. An enclosed outside area is available for outdoor play with additional access to the centre's sports hall and play field. The nursery opens each week day from 7.30am to 6.00 pm, for 51 weeks of the year. An out of school club operates during term times from the community centre, including a breakfast club; and a holiday play scheme between 7.30am to 6pm. There are currently 60 children on roll. The nursery is in receipt of funding for free early education for children who are three and four years old. The setting currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The provision employs 18 members of staff who work directly with the children. Of these, all hold an appropriate early years professional qualification at level 2 to level 6. The manager holds a level 6 qualification. A cook, midday supervisor and cleaner are also on site.

What the setting needs to do to improve further

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

- review the organisation of some focussed adult-led activities, so that children are engaged in meaningful opportunities to maximise their learning and development.
- further develop the use of resources that encourage mathematical development in the outdoor environment to extend children's learning opportunities to explore number, shape, space and measures.

Inspection judgements

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

The bright, airy atmosphere of the nursery is welcoming and purposeful. Caring and enthusiastic staff use a good balance of teaching skills. These have a positive impact on children's development, so that they make good progress in their learning. Children enjoy learning through play. Staff provide a good range of varied resources. Children use the computer, make marks and look at shapes at the drawing table, connect cogs and towers. The environment is well organised and imaginative and children are engaged and learning from the outset. Children eagerly enter the nursery and engage in a variety of interesting and appealing activities. The provision offers free-flow play that engages children's imaginative exploration indoors and outdoors. Children develop their fine motor skills and

control as they are encouraged to turn the wheel and watch the cogs move. This helps children develop dexterity in their hand movements so they have good movement in their hands in preparation for early writing. Children are able to use the computer independently, make lines and use word art. They know how to use a computer to make creative displays and are confident to ask for support from adults when they need it.

Staff plan children's experiences to cover the seven areas of learning, with planned documents detailing a broad programme of stimulating and challenging activities. The nursery provides separate rooms for each age group, offering age appropriate resources and activities that excite babies and encourage young children's involvement. For example, the bouncy castle in the garden provides opportunities for babies and young children to explore and practice balancing, jumping in a safe and environment. Staff are very well positioned around the rooms, working very well together to join in children's play. They talk to children clearly, making good eye contact, and giving children time to answer before they ask questions. Children respond enthusiastically to adults who understand when to intervene in play, allowing children to take the lead. Children are confident and creative play partners, motivated by supportive adults. Staff give children time to initiate their own play in the ways they may choose to. As a result, children learn to make choices, become curious learners and develop independence, with staff intervening when they feel children can benefit from adult interaction.

Staff extend children's interests, add appropriate resources and use a good level of questioning to move children's learning on to the next stage. For example, older children play with dolls and when the activity lacks direction, staff gently support them to think about what the dolls names might be and then provide additional resources such as a dolls house, vehicles and clothes. Children then begin to think imaginatively and develop their concentration skills with the aid of a storyline for their play. Planning is adapted in response to children's individual interests, and determined in discussion with parents and useful observations of children's play. Staff establish what children can do when they first start by talking to parents during settling in week and completing an 'all about me' form prior to children's entry to the nursery. Key staff share regular and informative assessments of children's progress with their managers, during weekly meetings. This helps staff evaluate how to plan for children's future learning. Staff record children's achievements frequently in the colourful and informative 'learning folders' that are shared with families during parent's evenings.

Partnerships with parents are good as staff share and provide information about children's learning and choices and ask parents to support their development by providing opportunities at home. For example, staff and children have organised a graduation performance and practise singing songs during organised times. Parents have been working with children and staff to help children learn the words to many songs including the national anthem. Children sing with real vigour and loudly as a group. However, on some occasions during focussed activities staff miss opportunities to maximise all children's learning through more in-depth conversation.

Staff use correct grammar when speaking to children, providing good role models for children's developing speech. Children and babies access the book corner independently, choosing and browsing through books on their own. Babies select books and confidently

take them to staff, who respond positively and warmly to them. Babies begin to learn how to handle books and hear words which helps them to build their vocabulary. They eagerly engage in exploratory investigation at the water table. Adults ensure babies have time and freedom to become deeply involved in activities such as those that involve filling containers with water and pouring the water into a water wheel that spins. Babies show delight as the wheel spins and become deeply engaged in this water play as they learn about cause and effect and that their actions have an impact. They sit together, continue uninterrupted and develop hand eye co-ordination and social skills as they interact together.

The management plan a particularly strong programme to help children who are learning English as an additional language and support children identified with special educational needs. For example, staff offer words in children's own language and display words for staff to engage with families and children. This helps children to progress well towards their learning goals. Children delight in using the outdoor areas to develop physical skills. For example, children enjoy and benefit from running, climbing, cycling and balancing on bicycles and ball control activities. The outdoor area provides a safe surfaced area, to access in all weathers. It is well organised and varied and children who prefer to learn outdoors do so daily. However, opportunities to extend children's mathematical development are missed as resources that would extend the learning opportunities are not readily available. All babies and children benefit from trips to the park or community based learning groups such as children's centres or libraries every day. Older children walk to these provisions, whilst toddlers and babies enjoy the comfort and safety of large buggy carriers that take up to six children.

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

Children move around each play room happily and safely in the uncluttered and well organised play space. The clean and well-presented rooms are well maintained. The management organises strict cleaning regimes daily, to minimise the spread of infection. Access to the nursery is by key code only, with password protection in place for those who are not regular collectors. Close circuit television system in each room offers added security to ensure the safety of children, staff and parents. An effective key person system is in place that offers children a trusting and caring friend. Parents and families feel valued and supported by the provision. For example, parents are asked to contribute as they attend stay and play sessions, breakfast clubs at the nursery and invited to come in and talk to children about specific cultural or professional aspects of their life. The key person system works well and staff deployed well, forming secure emotional attachments, to help children feel safe so they quickly develop confidence and independence. In the baby room staff organise themselves effectively. There is always someone available to provide support for the babies' needs such as a lap for a cuddle or someone to help with nappy changes when needed. Clear notices displayed outside each room, shows the names and pictures of the staff in order to support partnerships with parents. At collection time, parents are encouraged to read the daily diary that provides a snap shot of the child's engagement in their daily activities. Families and children benefit from the flexible settling in procedure that responds to the needs of the individual child

Children have their own placemat for meal times that details their dietary requirements. All children enjoy hot meals each day, freshly prepared by the nursery cook. Children display highly developed self-help skills at meal times and serve their own meals and this practice starts in the baby room. For example, babies feed themselves using cutlery, as they watch adults support other babies to eat, and they mimic the staff's actions and help their friends to eat by feeding them. Babies begin to develop care for others which helps them to develop relationships on preparation for their next stage of learning. They understand the importance of washing their hands before meals and after the toilet and need few reminders. Children's behaviour is exemplary throughout the nursery. Staff have high expectations of good behaviour and appropriate manners and employ lots of different strategies to help children remember. For example, older children are encouraged to take turns and wait for their friends to finish with an activity or resources. Staff model good behaviour consistently and praise children for their efforts and achievements, which successfully boosts their self-esteem and confidence. Children are courteous in return and are kind towards other children.

Children's understanding of safety threads through their daily routines. They learn to put their hats and sun cream on before going out to play to protect themselves from the sun. They learn not to sit in front of fire exits so they do not cause an obstruction, in case they need to leave in an emergency. Children take part in monthly fire drills that help them understand the dangers of fire and how to safely leave the building. These self-care skills mean that children enjoy their nursery experiences and gain good skills in readiness for their move to school.

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

Managers understand their responsibilities in meeting the welfare and safeguarding and learning and development requirements. Staff are effectively deployed and children are well supervised. Children are further safeguarded because staff are aware of their roles and responsibilities in relation to child protection issues. Staff clearly understand the whistleblowing procedures of the nursery and confidently express their readiness to implement these, should the need arise. These systems all combine together to create an environment where children feel extremely secure and express their needs with assurance.. The provider works very well with the manager using robust procedures to appoint suitable staff. The manager places high priority on protecting children's welfare and follows proper procedures to work with outside agencies when needed. Staff have regular safeguarding and first aid training. They understand their individual responsibilities and the need to provide a safe play environment for children. The manager works closely with several support staff from the local authority, actively seeking guidance and acting on improvements for the provision and children's learning, especially those children with special educational needs.

The management assess what they offer children and their families through parent evening discussions, parent's questionnaires, and staff meetings, so that they can

accurately identify areas for improvement. The management understands the importance of good quality play facilities for babies and children and recently developed a digging and exploration area in the outside area for children to explore their natural environment. The thoughtful and motivating attention to staff development is the result of regular appraisals and supervision by management. The expectation that staff attend courses regularly and gain additional qualifications has raised standards amongst the team and resulted more qualified staff ratios and improved practice. The manager provides a positive role model for professional development since completing her degree and is now supporting two other staff to attain the same professional qualification. Staff use their skills extremely well in planning a good quality curriculum. For example, staff recently developed a system for children to contribute to planning using a flip chart and pictures and encouraged children to think about what they might like to learn about, using careful questioning. The manager monitors planning and evaluation in collaboration with all staff each week. In house training helps staff to implement the Early Years Foundation Stage framework and is reviewed regularly in order to support staffs understanding. The group's self-evaluation takes into account the views of staff and parents. As a result, the manager has identified significant areas for improvement. These include developing stronger links with the schools to support children's transition, to continue to develop training opportunities for staff and to develop stronger partnerships with parents. In preparation for transition to school, the manager and staff gather information on daily routines and share this with groups of children, and in discussion with families during parent's evening. On leaving, the manager provides the school with a progress report that identifies the child's achieved levels of development. The family has the learning folder to share with the reception teacher when visiting the school to aid continuity.

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	EY471908
Local authority	Waltham Forest
Inspection number	945493
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	60
Name of provider	Nappy Gang Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	02085398359

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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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