

Eastbury Children's Centre Nursery

Blake Avenue, BARKING, Essex, IG11 9SQ

Inspection date	29/04/2014
Previous inspection date	02/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy a wide choice of interesting play activities, supported by staff, who actively encourage them to explore and to talk in different learning situations.
- Staff interact effectively with children to promote their communication and language skills and confidence in using language to express themselves.
- Staff are attentive to children's well-being so they feel safe and well cared for in the setting. The children play happily and show respect.
- Staff are proactive in their work with parents and other early years professionals, which help to ensure that staff meet children's individual needs effectively.

It is not yet outstanding because

- Staff do not always make the most of opportunities during free play to extend children's mathematical skills and learning.

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 taking part in a range of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching.
- The inspector sampled the nursery's documentation, with a particular focus on documents relating to children's progress and safeguarding.
- The inspector talked with parents and interviewed the manager and area manager.
- The inspector carried out a joint observation with the manager.

Inspector

ISP Inspection

Full report

Information about the setting

Eastbury Children's Centre Nursery registered in 2008. It is one of a group of nurseries owned and managed by the London Early Years Foundation. The nursery operates from a purpose-built building in Barking in the London Borough of Barking and Dagenham. Children have the use of three playrooms which are each linked to covered outdoor areas. Children also share access to a large outdoor play area at the rear of the building. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Currently there are 101 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery currently employs 13 staff to work with the children. All staff hold relevant early years qualifications and two hold Early Years Professional status.

What the setting needs to do to improve further

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

- make the most of opportunities during free play to further extend children's learning in the area of mathematics.

Inspection judgements

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

The nursery provision is very effective in meeting children's individual needs. Children gain self-confidence as they play and explore in a stimulating environment. Staff set out a wide range of resources and activities. They make good use of the indoor and outdoor play spaces to offer a good balance of learning experiences across all learning areas. Staff are continually looking for ways to extend the choices of challenging activities for children, for example, encouraging them to make models at a woodwork bench. In this way staff focus on developing children's particular interests, such as modelling using construction equipment. As a result staff are able to engage children more readily and to move them on significantly in their learning.

Many staff have previously accessed training in the 'Every Child a Talker' programme and all staff have a good knowledge of Makaton sign language. They use these systems very effectively to teach children good communication and language skills as they explore and learn through play. This helps children to understand and to use words themselves to describe actions. Staff introduce new sounds and words to help children listen more attentively and acquire new vocabulary. Staff are proactive in encouraging children to join in conversation at any time and in any place. As a result very young children confidently

use actions and sounds as they begin to learn to communicate, while older children are eager to talk with others and happily include visitors in their conversations. Older children also have the opportunity to draw pictures and describe them so that staff can put their words into writing. This helps children to develop useful early reading and writing skills in readiness for their future learning at school.

Staff are adept at taking opportunities during free play to respond to children's interests by introducing a new activity. Consequently there are often spontaneous story groups and music activities taking place around the nursery. Children enjoy the involvement of staff in their role play and appreciate help when needed, for example, when playing a computer game. Throughout the nursery staff provide an assortment of hands-on exploratory activities where children can investigate different materials, shapes and textures. For example, very young children show a lot of interest in handling shredded paper and sand, whereas older children become absorbed in their investigations of modelling dough and flour. They become aware of contrasting quantities and sizes while using their hands and tools to move and mould these materials. Staff extend children's awareness of these mathematical concepts in adult-led activities, for example, when mixing quantities of ingredients to make modelling dough. However, staff do not always make the most of opportunities during free play to teach and use mathematical language to increase children's mathematical understanding and skills.

Staff regularly observe children's learning and set individual targets for children to help them progress in their learning. These targets are set out on white boards and regularly updated so that all staff know how to support children appropriately. Staff involve parents in their children's learning by requesting spoken or written information about their children's learning at home. The staff then use this information to inform their future planning for individual children. This system works particularly well for children with special educational needs and/or disabilities as it brings together information from staff, parents and other professionals, enabling relevant targets to be set for individual children. Consequently these children make very good progress in their learning, given their individual starting points. Staff also provide good support for children who are learning English as an additional language, through the use of Makaton signing, speaking words in children's home languages and focused talk. These children quickly become confident in their use of English.

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

Staff prioritise children's well-being and consequently children are very settled and content. Staff are especially attentive to children's individual needs and interests. They promote a relaxed play environment while interacting enthusiastically with children. As a result children are keen to play and learn. They feel secure in the setting and are well looked after. The children are encouraged to become independent learners and decision-makers. This leads to children gaining confidence and independence in making their own choices. They keep themselves busy, spend time at their chosen activities and respond readily to staff's interaction. This helps them to develop good attitudes towards learning and to further develop their thinking and reasoning skills.

Staff work closely with parents during the settling-in process, helping both parents and children to become familiar with the environment and routines. Staff place much emphasis on supporting children through transitions so that children move easily from one room to another. They are particularly supportive of children while toilet training and ensure that all adults in the nursery are aware of each child's stage of training so that children receive the appropriate support. Staff also work with parents to create special photograph books for each child. These books include pictures from home, and nursery; this captures children's interest and encourages them to talk about the people and events in their lives. Children especially enjoy sharing these spontaneously with members of staff during the day.

Staff are consistent in their management of behaviour and maintain a firm approach so that children understand the need for rules and are aware of their boundaries. In this way staff promote a calm working atmosphere, allowing children to spend time exploring without distractions. Children learn to play harmoniously alongside others in the group. Older children work well together, for example, when choosing to set up a train track. They share resources fairly and respect the needs of others. Staff talk with children about keeping safe during play. For example, they show children how to use tools correctly. They encourage children to assess risks themselves so they learn to keep themselves safe. For instance, when children try out an obstacle course they need to work out how to step between crates so that they get to the end safely.

Staff make sure that children have good opportunities to participate in outdoor physical activities. Children enjoy moving around the large outdoor area choosing different activities. For example, they like to paint pictures, look at books and dig in the soil. They increase their control and coordination as they climb and balance. Staff encourage children's awareness of the natural world by helping them to plant seeds and bulbs. Children learn to care for the plants as they grow. They also learn about living things through close observation of the small animals in their play rooms, for example land snails and gold fish.

Children enjoy the provision of healthy meals and snacks at nursery. They talk about fruit and vegetables as part of their learning about healthy lifestyles. Staff regularly take children on walks in the local area to help them find out more about the local environment and community. Children come from a wide variety of backgrounds and therefore have the opportunity to learn about many different cultures and equal opportunities. Staff extend their learning by planning activities around special events and festivals to increase their understanding of the world around them.

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

The nursery manager is well supported by the area and deputy managers. There are effective policies and procedures in place to promote the safeguarding of children in the nursery. The children's centre ensures that all staff undergo the required checks regarding

their suitability to work with children. Staff are well trained in safeguarding issues and know what to do if they have any concerns relating to child protection to help keep children safe. The premises are risk assessed and all written assessments are reviewed regularly. Staff are attentive to safety issues. They supervise children closely and always work at the level of children, helping them to feel secure in the nursery. They are efficient in their maintenance of records relating to children's health and safety in order to meet requirements. They keep good information about each child to help them meet their specific needs. In addition management understand the requirement to notify Ofsted of any changes or significant events that may have an impact on the children and their registration.

Staff are proactive in building good relationships with parents and this is a key strength of their provision. Parents receive clear information in attractive booklets about the provider, the nursery and the educational programmes. The central welcoming area is particularly well used as an information and gathering point for parents, staff and children. Parents can view information about learning in the early years, read about any recent changes in the provision and also view plans for future developments. In addition they enjoy looking at photographs of their children involved in a range of activities, for example making pancakes. Parents are highly satisfied with the provision for their children. They particularly value the opportunities to talk with staff on a daily basis and also more formally at regular planned consultations. Staff work closely in partnership with early years professionals in the children's centre and other organisations. This contributes to the effective support provided for children with special educational needs and/or disabilities.

The management team support staff through a series of inductions, supervisions and appraisals. They monitor the quality of teaching and learning in the nursery through observation and discussion. In this way they are able to highlight aspects of staff's practice that need further improvement. Staff are encouraged to attend training courses and are offered additional in-house training events. Recently, for example, staff have learnt more about the characteristics of effective learning in the early years and about developing children's early reading skills. Staff also receive regular support and advice from an advisory teacher. The manager monitors staff's use of the system of observational assessment and planning and also tracks children's overall progress in each learning area. This enables her to spot any areas in which children are making less progress than others and to link these to staff's teaching practice. For example, the most recent tracking showed children making very good progress in language and literacy but slightly less progress in mathematics.

The management team is effective in their use of self-evaluation to continually improve the provision and outcomes for children. The manager seeks the views of staff and parents so that they are fully involved in the process. The nursery takes part in an annual quality assessment and maintains a good performance rating. As a consequence it has been selected as a host setting and, as such, receives visits from staff in other settings who are seeking to improve their practice. The present manager is new to her post and has initiated further reflection on the quality of teaching and learning. This has led to a reorganisation of the play areas resulting in children having more space in which to develop their ideas and so extend their learning. The manager has exciting plans for the future, including the redevelopment of the large outdoor play area in order to offer more

opportunities for children to learn in different ways, for example, to gain more knowledge and understanding of the natural environment.

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	EY379060
Local authority	Barking & Dagenham
Inspection number	964991
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	101
Name of provider	The London Early Years Foundation
Date of previous inspection	02/06/2009
Telephone number	02082706425

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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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