

Valley Hill Nursery, Pre-School and Kids Club

The Football Academy, Langston Road, LOUGHTON, Essex, IG10 3TQ

Inspection date	23/05/2014
Previous inspection date	27/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 provide a wide range of resources for children to choose, consequently, they have a broad range of learning opportunities.
- Staff demonstrate a sound knowledge of safeguarding in order to protect the children in their care.
- 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 and meet the individual needs of all children attending the nursery.
- The systems in place to monitor the quality of provision are not wholly effective. This does not fully promote children's continued progress.

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 of a teaching activity 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

Valley Hill Nursery, Pre-School and Kids Club registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from the first floor and a separate playroom for older children in a local sport pavilion in Loughton, Essex. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs seven members of staff. Of these, four hold appropriate early years qualifications at level 3 and above, including one with Qualified Teacher Status. The nursery is open Monday to Friday, 7.30am to 6.30pm all year round except for bank holidays and two weeks at Christmas. There are currently five children in the early years age range on roll. The nursery provides funded early education for three and four-year-old children. The nursery supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that observation, assessment and planning for children under three years is focussed on the prime areas of learning, both indoors and outdoors, in order that all children are effectively supported and challenged to make sufficient progress given their age, abilities and starting points.

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

- develop the methods for reviewing and monitoring practice in order to drive improvement and ensure all required aspects of learning are fully covered, to help children make good progress.

Inspection judgements

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

Children have access to a broad range of resources that support their development across all areas of learning. Overall, staff have a suitable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan a broad range of experiences for the children. They observe individual children's progress and record their development in their profile folders. However, they currently do not always use these observations effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. For example, staff working with the youngest children do not focus their observations and planning on the prime areas of learning for children under three

years as is required. This does not ensure that all children are effectively supported and challenged to make sufficient progress in learning given their age, capabilities and starting points. As a consequence, children are not fully prepared for the next stage in their learning. 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.

Appropriate procedures are developing to support children who speak English as an additional language. This includes use of pictures and collecting familiar words from parents to support children. Staff talk to children using some words in their home language which supports their additional language. Staff 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. As a result, all children successfully develop their spoken language. Staff encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Consequently, they develop skills to support their future learning and move to school.

Overall, staff understand the basic needs of younger children and rooms are set up safely in order for young children to crawl, take first steps and toddle around. Staff arrange toys and equipment so that children can make some independent choices, enabling them to follow their interests. The younger children explore a range of developmentally appropriate resources and staff encourage social interaction as they talk to babies throughout the day. This is based on staff's care skills rather than on focused teaching and observations of children's achievements in the prime areas of learning. Older children enjoy leading their own play and take part in activities which are guided by adults. For example, children maintain focus for sustained periods of time when they use a range of tools to roll and shape play dough, supported by staff who praise and acknowledge their efforts. They adeptly create shapes and swirls using their fingers, so developing their early writing skills. Staff extend children's mathematical learning as they encourage younger children to talk about the colour and size of the shapes they are making. Outdoors, staff encourage children to try new activities and to judge risks for themselves. Staff are on hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys outdoors. This promotes children's physical development and encourages them to get better at things through effort and practice. Consequently, they develop skills to support their move to school.

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

Children are developing positive relationships with the approachable and friendly staff, which helps to support their emotional well-being. Appropriate procedures are in place to help children settle in the nursery which include a home visit and gradual settling-in process. 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.

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. Here, older children develop their physical skills, however, support for the younger children's individual learning is not tailored to their particular needs. Staff provide nutritious snacks and meals, which include fruit and vegetables and children's individual dietary requirements are met. Staff provide opportunities to develop children's independence as they support them to serve their own food and pour their drinks. 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, these 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. The nursery is comfortable and children move freely and safely in their environment, staff take appropriate steps to ensure that hazards are kept to a minimum. 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

Since the last inspection by Ofsted where the nursery received a number of actions to improve and two subsequent monitoring visits, the manager has implemented effective changes in staff deployment and record keeping. This includes a detailed complaints policy and procedure that is shared with parents. In addition, there are suitable facilities for the hygienic preparation of food for children and staff involved in the preparing and handling of food have received training in food hygiene. Children are protected in the event of an accident because a number of staff have a current paediatric first aid certificate. As a result, children's welfare is appropriately promoted. 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 and staff supervise children appropriately to meet their needs and promote safety. Appropriate records are maintained to indicate children's daily attendance. 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. Suitable induction procedures are in place to support new staff, 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. Training needs are also identified and the effectiveness of recent training on behaviour management can be seen in some parts of the provision. In general, the manager has a sound understanding of the strengths and weaknesses of the educational programmes and identifies areas for improvement accurately. For example, an action from the previous inspection in respect of behaviour management has been successfully addressed. This helps to promote better outcomes for children. However, due to weaknesses in the monitoring of the educational programmes particularly for the younger children, not all required aspects of learning are fully covered to help children make better than satisfactory progress.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. Staff keep them informed about their child's learning through daily verbal feedback and regular consultation meetings. 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
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY459468
Local authority	Essex
Inspection number	963544
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	5
Name of provider	Keiley Pedro
Date of previous inspection	27/11/2013
Telephone number	020 3730 8538

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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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