

Nutkins Nursery

Inspection report for early years provision

Unique reference number EY416533
Inspection date 05/04/2011
Inspector Caroline Preston

Setting address Squirrels Heath Infant School, Salisbury Road, Romford,
RM2 5TP
Telephone number 07956 03498
Email claire.lakin1@btopenworld.com
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Nutkins Nursery is run by a private company. It opened in 2011 and operates within the school grounds of Squirrels Heath Infant School in Hornchurch, within the London Borough of Havering. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 9am to 12pm during term time only. The nursery is registered on the Early Years Register. A maximum of 22 children may attend the nursery at any one time. There are currently 22 children aged from two to under five years on roll, some of who attend part-time. There are five members of staff, of whom four hold early years qualifications to at least level 2. The nursery provides funded early years education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are met overall and they make steady progress towards the early learning goals of the Early Years Foundation Stage. However planning does not fully support children's individual learning. Staff do not fully challenge children through the use of open ended questions during play and displays do not reflect children's home languages. Children are safeguarded because staff have a sound understanding of child protection procedures. Self-evaluation has identified weaknesses in practice, which have been addressed by management. This supports children's welfare and education because of improved practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- pose carefully framed open ended questions to support and challenge children in their learning
- display lists of words from home languages used by children in the setting and invite parents and staff to contribute to them
- analyse observations to help plan for 'what next' for individuals and groups of children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded adequately as safeguarding regulations are met and arrangements for safeguarding are in line with requirements. Staff show a sound understanding of procedures. Risk assessments are in place which identify any possible dangers to children, therefore supporting the welfare of children.

Highly positive relationships with parents ensure each child's needs are met. Staff are friendly and enable parents to be involved in their child's learning. Newsletters

are sent home regularly, and parent questionnaires allow parents' views to be prioritised. For example, parents had requested more information regarding the Early Years Foundation Stage. They now have daily access to information explaining how they can support their child's learning across the six areas of learning at home.

Equality and diversity is adequately promoted, effective policies and procedures support fairness across the setting. Staff encourage parents to support their children's learning at home, and play resources and practice adequately support children to make progress.

The nursery is based on a school site and links are beginning to be established. Children attend the school assemblies to meet school staff and children. This helps them move smoothly on to school. Children also draw pictures which are displayed in the classroom they will progress into.

Resources are adequate to support children's learning and development. They easily access a sound range of play equipment such as construction, books, creative resources and outdoor equipment. The classroom is bright and clean and there is easy access into the garden. All of this enables children to make steady progress in their learning.

Self-evaluation is based on appropriate levels of monitoring. Management has identified that there are weaknesses in planning and assessment for children. Training has been planned to improve this area so that children can be offered learning opportunities to meet their individual needs. Staff have attended some training, to improve their knowledge and practice, this demonstrates the nursery's capacity to improve.

Children are developing a sense of how to stay safe within the nursery. They play confidently, they behave well and take care of play resources. They learn about safety through meetings with the road safety officer, community police and fire brigade. Children are beginning to show an understanding of adopting healthy lifestyles. They follow appropriate hygiene routines, such as hand washing before and after meals. They are offered healthy snacks and enjoy physical exercise outside and through dance and music. Children make satisfactory progress in communication, and develop skills for the future. They interact with each other and enjoy conversations during play. They make choices about their play as they move from one activity to another and enjoy role play.

The quality and standards of the early years provision and outcomes for children

Overall children make sound progress in their learning. They are happy and settled and take part in all the activities available. For example, painting using paint brushes, construction activities and small world toys. Staff support children adequately, however they do not pose carefully framed open ended questions to challenge children in their learning. Observations are carried out but staff do not analyse observations to help plan what individuals and groups of children need to

do next.

Children are beginning to develop their personal, emotional and social skills. They behave in positive ways, for example when they play in small groups with ICT resources. They take turns and share when playing with construction toys. They learn about others in the community by celebrating various cultural festivals such as Chinese new year. They have adequate access to play resources that promote differences for example, small world toys and dolls. However, staff do not display lists of words from home languages used by children in the setting and invite parents and staff to contribute to them.

Children talk confidently to each other and to staff, they are beginning to develop early skills for reading and writing. Children confidently show they can write their names and make patterns on paper. They enjoy listening to stories and design pictures with a variety of arts and craft materials. Children enjoy physical activity and develop skills of coordination as they manoeuvre bicycles and cars in the garden. They develop balancing skills as they throw and catch balls and balance with hoops.

Children develop creativity by using role play to act out real life situations. For example, camping, using the doctors set and dressing up. They develop knowledge and understanding of the world as they grow small plants and learn about the life cycle of the tadpole. Children learn about number as they solve mathematical problems by sorting small pegs and placing them in patterns on the peg board.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

