

Eton Manor Children's Day Nursery

Eton Manor, Roding Lane, Chigwell, Essex, IG9 6BJ

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|--------------------------|------------|
| Inspection date | 16/07/2014 |
| Previous inspection date | 30/01/2014 |

| The quality and standards of the early years provision | This inspection: | 2 |
|--|-------------------------|----------|
| | Previous inspection: | 4 |
| 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

- The quality of teaching is good because practitioners use detailed planning based on the children's interests and the next steps in their learning. Consequently, children make good progress in their learning in relation to their starting points.
- Children are inquisitive and keen to explore and take part in new experiences because practitioners support their learning with interesting activities and resources. As a result, children are confident in exploring and extending their own learning experiences.
- Children show high levels of confidence and a strong sense of belonging as they have developed close bonds with their key person and other practitioners. Well-established links with families ensure the individual care and learning needs of each child are effectively planned for. As a result, children's behaviour is good.
- The leadership and management are strong. Children are safe because all practitioners have a good understanding of how to monitor and manage their safety. Robust safeguarding and recruitment procedures and ongoing professional development ensure all adults working with the children are suitable to do so.

It is not yet outstanding because

- Practitioners planning of resources for the outside area does not consistently include all areas of learning to help children reflect and build on their experiences.

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 talked to the children and observed them take part in a range of activities both in the nursery and within the extensive outside play areas.
- The inspector looked at a selection of records in relation to children's achievements and how the nursery plans for individual children's progress.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of all adults on site.
- The inspector spoke to the manager and senior support managers. She sought the views of practitioners and parents at appropriate times throughout the inspection.

Inspector

Tina Kelly

Full report

Information about the setting

Eton Manor Children's Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from purpose-built premises in Chigwell, Essex, and is managed by Bright Horizons Family Solutions. The premises comprises of three rooms on the ground floor and four rooms on the first floor of the building. There is a lift which gives access to the upper floor. The nursery has extensive outside play areas and a large enclosed field at the back. The nursery opens Monday to Friday, all year, excluding Bank Holidays. Sessions are from 7.30am until 6.30pm. There are currently 106 children on roll, who attend for a variety of sessions. The nursery provides funded early education for three-and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery also provides out of school care for children attending local schools. It employs 38 practitioners. Of these, three hold qualifications at level 4 and above, and 27 are qualified at level 2 and above. 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 children's good opportunities for outdoor learning by extending the range of resources that are available to them so they can explore the natural environment independently.

Inspection judgements

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

The nursery provides a broad and diverse programme of activities and learning opportunities to promote and extend children's learning through play. The quality of teaching is consistently good because practitioners have a secure knowledge and understanding of the Early Years Foundation Stage. There is a very good blend of child-led and adult-initiated play. Parents are well informed about their children's learning and about what their children enjoy at the nursery and how to support their continuing learning at home. Children take 'Popcorn' and 'Marshmallow', the nursery mascots, home. Parents help their children to record comments about the activities they enjoy with the mascots, and the notes are added to the children's learning story books. This enables practitioners to extend children's learning experiences based on events at home. Practitioners complete the progress check for children between the ages of two and three years and share a written summary with parents to enable them to support children's developing skills at home. Practitioners use the prime areas of learning as the basis for planning activities for the younger children to embed the skills they need to make continued progress in their learning. Children's progress is consistently evaluated with continuous, detailed assessments and observations, which are used effectively to plan for

the next steps in their learning. The nursery manager uses the information to track the progress of all children, including those with special educational needs and/or disabilities, to ensure all children make good progress in relation to their starting points. Photographs and observations in the children's learning story books show they enjoy taking part in a wide range of play and learning experiences which promote all areas of learning well.

Practitioners effectively organise home rooms so all children can easily reach toys and resources. Each room is bright, interesting and cheerful, and children's artwork is on display around the nursery. Babies and young children have free-flow access to enclosed gardens, which they use throughout the day. Practitioners, who know the children well, help them to move around the play space and select toys and activities. This supports and extends their social and physical skills well. Children are fascinated with musical instruments. They are very keen to imitate their key person by banging drums and a glockenspiel. Practitioners include other children in the activity to support children's social skills and emotional development. Pre-school children, who are cared for upstairs, have a flexible routine that ensures they go into the garden or the large playing field several times a day. Children are very excited to go out to the nature area in the large field at the back of the nursery. Practitioners are fully involved in showing children how to pull back the large, heavy, damp clumps of hay that are part of the nature trail. Children are inquisitive and keen to take part and some use small, lidded containers to look at the captured worms and insects in detail. Children are encouraged to take care and be gentle when handling the worms. Children and practitioners become very excited when they find a small frog. The frog promotes lots of discussion about where it lives, and children talk about the frog's features and help to decide what to do with it. He is placed in a secure container and taken inside for further discussion and activities. Children are very capable, and are very keen to be involved. Practitioners are excited about the spontaneous learning opportunity, which they plan to extend during the afternoon session. Children have opportunities to use puppets, to sing and to look at books about frogs. They lay on the floor to look at a large tank and to talk about what the frog needs in his new home. Practitioners support children's learning by providing pictures and a computer printout of the life cycle of a frog. In addition, frog-themed resources, which support children's critical thinking, counting and problem-solving skills, are set around the room. However, the resources provided for the outdoor adult-led activities are not always tailored to fully support children's learning. Practitioners have to find small trowels in the adjoining play areas so children can dig and find the worms. Not all children have opportunities to use the magnifying glasses or the limited number of insect containers. The comprehensive planning within the nursery does not consistently include the outside play area. As a result, at times, children's interests are not always fully supported with appropriate resources to maximise their learning.

Enthusiastic and skilled practitioners support children in making good progress in all areas of learning. They teach children to think for themselves and to listen and look at what they are doing. Consequently, children develop a strong sense of belonging and self-esteem. Children are supported in their early language, letter and number recognition with detailed initiatives. These extra-curricular support programmes help to ensure all children take part in rich and varied learning experiences. Outings to the local shops to buy a picnic, to parks and to play areas introduce children to their local community and aspects of the wider world. Children are well prepared to move on to other early years settings

and school. Children are developing the skills they need to ensure they are confident and capable in taking part in new experiences to support their future learning.

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

Children form strong bonds with their key person, other practitioners and each other. A very effective back-up system for a key person ensures all children are supported in all aspects of the daily routines regardless of the practitioners' rotas. Children who are new to the nursery settle quickly because of a very effective settling-in process, including home visits. Parents provide information about their children through discussion and the 'All about me' form. Initial assessments help to ensure all practitioners are very knowledgeable about children's individual likes, dislikes and previous experiences. Parents are fully involved as their children move between care rooms and as they get ready to move on to school. Discussions with key persons, graduated visits within the nursery and opportunities to meet with teachers from the local schools give children confidence to move to new experiences with a strong sense of self-esteem and self-worth.

Children learn about how to keep themselves safe through effective and well-structured daily routines which enable them to learn how to manage risk safely. 'Candyfloss' is a character that is used around the nursery to support children's understanding of the simple rules that are in place to keep them safe. For example, he reminds them to use the handrails as they go up and down the stairs. Practitioners are vigilant in managing and monitoring all areas of the nursery and garden. They use tracking forms, which show the groups of children who are using the garden, and visual displays to inform parents about where their children are at in their learning. Meal and snack times through the nursery are based around a home-style experience. Children are encouraged to help to set the tables with cutlery, tablecloths and vases of flowers. Young children recognise their picture cards and older children are beginning to recognise their written names. Practitioners ask children to think about who is staying for lunch and ask them to find the relevant name cards. Children's social skills are further supported as key persons sit with the children to help them serve their food, pour their drinks and learn about good manners. Children eat well and they are involved in helping to clear the table and put away the tablecloths. A qualified cook provides snacks and meals prepared on site from fresh ingredients.

Outside play and physical activities are very important aspects of the nursery's provision. There are five age-appropriate, designated gardens and a large field to support children's physical skills and interest in nature to a very high level. Additional sporting opportunities, such as football, tennis and baby yoga, support children's physical development. Children are developing very good social skills. They are becoming aware of the needs of the other children and the nursery pets. They are involved in feeding and taking care of the rabbits. Practitioners teach children to use kind hands around the nursery, both when playing with their friends and when handling the pets, animals and insects they find outside. Children are keen to be involved in keeping the toys and resources tidy around the nursery. Practitioners refresh the activities thorough the day. They adapt and change resources to consistently provide interesting and challenging experiences for children of all ages.

The effectiveness of the leadership and management of the early years

provision

At the last inspection by Ofsted, the nursery received a number of actions to improve and had a subsequent monitoring visit. The nursery management has taken prompt and effective action to address the points for improvement and has implemented changes in the overall practice. Effective action has been taken to make sure the premises are secure and unauthorised persons cannot enter. Potential hazards in the outside area have been removed and risk assessments have been updated to reflect this. Practitioners have been supported with additional training and monitoring of their overall practice. They use effective observations, assessments and planning for young children, focused on the prime areas of learning, so that all children are supported and challenged to make sufficient progress in relation to their age, abilities and starting points. Children are protected because all practitioners are aware of the signs and symptoms of abuse. Ongoing training and safeguarding awareness are discussed at team meetings to ensure practitioners are confident in taking the correct action to protect children at all times. A helpline is available to all practitioners for advice and support if they have concerns about a child or practice within the nursery. This further protects children and practitioners working with them. The nursery operates a robust recruitment procedure and a very thorough induction process to ensure all adults working with the children are suitable to do so. All practitioners are very aware of the daily procedures and robust risk assessments that are in place to help to monitor and manage the safety of children. Detailed daily checklists, regular audits by the nursery manager and an effective review process are monitored by the facilities manager at head office. This helps to ensure children are cared for in a safe and well-managed environment. Practitioners take responsibility for managing the safety of the key children in their care. They use a standard checklist to manage each room and garden area. Practitioners visit local shops and play areas to risk assess the event prior to taking children on outings to maximise children's well-being and safety at all times.

Leadership and management of the nursery are strong. The highly motivated team has a strong commitment to continuous improvement through ongoing training. The manager is supported well by the line management structure and senior managers from other sites. The whole team have high expectations for all children to achieve and make good progress in all areas of learning. Practitioners, parents and children are involved in the evaluation process, which is effective in identifying areas of practice that work well and aspects of the nursery provision and routines to be developed. Practitioners within each room take responsibility for reflecting on their practice. They are generally very successful in ensuring planning, resources and the use of the outside play areas support and extends children learning. Regular team meetings give time to evaluate children progress, to plan for children's continued learning and to share aspects of overall practice. For example, practitioners cascade information when a member of the team has attended training. This means the entire team can benefit from training. As a result, practitioners have adapted and improved planning to ensure consistently high quality learning experiences for all children.

Partnerships with parents are strong. The nursery has extremely well-established links with families, many having a second child attend. Discussions at the end of the sessions with parents enable the nursery to consistently meet children's and family's needs. A well-

supported parent committee provides a strong basis for discussion and sharing feedback with the nursery. Online advice and information sessions have been developed for parents to access. Topics, such as weaning, potty training and fussy eaters, are available. The nursery uses the internet and emails to keep parents up to date with any changes to the day-to-day routines and to keep parents informed about themes, topics and initiatives, such as the growing writers, mathematicians and reading initiatives. Parents and family members spoken to on the day of the inspection expressed their great delight in the vast range of activities that their children take part in. They appreciate the strong links they have with the key person and say they know who to talk to about their children's learning and care needs. Discussions and feedback from parents are used by the nursery in the overall evaluation process to ensure the nursery continues to adapt and improve the service to families and the learning experiences for all children.

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 | EY385378 |
| Local authority | Essex |
| Inspection number | 967639 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 102 |
| Number of children on roll | 106 |
| Name of provider | Casterbridge Nurseries Ltd |
| Date of previous inspection | 30/01/2014 |
| Telephone number | 0208 504 5040 |

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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.

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.

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