

More Grace Day Nursery and Out of School Club

Eversley Leisure Centre, Crest Avenue, BASILDON, Essex, SS13 2EF

Inspection date	26/08/2014
Previous inspection date	25/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff offer plentiful activities and resources covering all the areas of learning, promoting children's learning and development.
- Children are happy, confident and secure because staff build positive relationships with them.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.
- Children are safe in the nursery because arrangements for safeguarding are robust.

It is not yet outstanding because

- There is scope to enhance the already good assessment of children's learning by making them even more precise, in order to further challenge the most able children.
- Staff do not always make full use of the outdoors to build on children's prior 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 activities in the nursery and talked with the staff.
- The inspector viewed the areas of the premises and garden used by children.
- The inspector looked at children's assessment records, planning documentation and a range of other documents, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector checked evidence of the suitability of adults caring for children.

Inspector

Jemma Hudson

Full report

Information about the setting

More Grace Day Nursery and Out of School Club opened in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings privately run and managed by the same owner. The nursery operates from rooms on the ground floor of a leisure centre in Basildon, Essex. Children are cared for in three play areas and have access to an enclosed area for outdoor play. The nursery opens Monday to Friday all year round. Sessions are between 7.30am and 6.30pm, and children attend for a variety of sessions. There are currently 36 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. There are currently eight staff working directly with children. Of these, six hold qualifications at level 3 and The manager holds level 4. The nursery also employs a cook. It 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 the already good assessments of children's learning to make them even more precise, in order to further challenge the most able children
- broaden the use of the outdoor area to provide children with an even wider range of opportunities to explore, experiment and investigate.

Inspection judgements

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

Children receive a warm and friendly welcome to the nursery. They enjoy a wide and varied range of well-resourced activities that support and promote their continued learning and effectively meet their needs. Staff plan well, taking into account each child's interests and age and stage of development. This good planning means that children continue to develop skills and attributes needed for future learning. The nursery is well organised so that children can make good choices to support their interests and play. For instance, children enjoy using the art area independently. They explore and investigate a range of messy play resources and spend time listening to stories in the book corner. The planned activities effectively cover the seven areas of learning.

Children enjoy leading their own play and taking part in activities which are skilfully guided by adults. For example, children maintain focus for sustained periods of time in the role-play kitchen and are encouraged to develop their imagination. Staff consistently use open-ended questioning to extend children's communication and language. Children have regular access to the outdoor area. However, staff do not always make good use of the

garden to build on children's skills across each area of learning. This means that children do not have the same consistently high-quality opportunities to learn outdoors as they do when they are indoors.

Staff know children well because they take time to meet them and their parents before they start. Staff gather information from parents and children as they settle in. They use this information to complete a starting point assessment and to discover each child's needs and interests. Children's learning journals show good observations linked to the areas of learning. Staff use these observations to track children's progress effectively and highlight areas where they may be falling behind. Assessments are precise and robust. However, on occasion a small number of assessments do not fully reflect the achievements of some of the most able children. This has been recognised by staff and is an area for development. Staff work well in involving parents in their child's learning. For example, parents are invited into the nursery to share with children aspects of their culture and heritage. This also helps children to develop an appreciation and acceptance of difference.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery. A well-established key-person system is in place to help children build relationships with their special member of staff. This supports their emotional needs, and as a result, children are motivated to learn. Children demonstrate a positive approach to learning, and behaviour in the nursery is good. Staff provide excellent role models, interact well with children and engage them in meaningful conversation. Consequently, the atmosphere is extremely calm, relaxed and friendly.

Staff develop and extend children's 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. They have a wide range of opportunities to learn about healthy lifestyles, for example, staff provide a range of nutritious healthy snacks. Children have access to water throughout the session and are offered water or milk with their snack. Children sit together and are very sociable. They talk to each other and talk about their experiences, such as holidays and outings. Staff use this opportunity to encourage talk about the morning, what the children have done and what they are going to do after nursery. In this way, children's interests are further extended and they learn to listen to each other and form opinions. Staff provide gentle reminders so children learn how to keep themselves safe as they play.

Children's well-being is given the highest priority at the nursery. Staff have appropriate training in first aid and are very well aware of the medical or dietary needs of children in their care. Effective procedures are in place and are regularly reviewed to support children's welfare. Staff know and understand the needs of all children. There is a very strong family feel to the nursery as many children attend with siblings. Staff know the families extremely well. Consequently, all children feel secure and make excellent emotional attachments while at nursery. Children's transitions within the nursery are

managed sensitively to ensure children are emotionally ready for the move. Their move to school is supported well through visits and sharing records with feeder schools.

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

The managers in the nursery have a good understanding of the requirements to safeguard children. They have secure policies and procedures, and know what action to take if they have concerns about a child's welfare. The premises are kept secure and thorough risk assessments are undertaken, ensuring children can play safely and freely. Staff work well as a team to promote the smooth running of the session. They are well deployed, ensuring children's safety and supporting them in their play and learning.

The nursery is well managed and led. The management team are reflective and they demonstrate a commitment to the continual development of the whole provision. For example, a previous recommendation to develop partnerships with parents has been successfully addressed. The manager closely monitors the quality of the educational programmes and therefore is well placed to identify and address any gaps in children's learning. All staff demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. As a result, staff consistently provide children with a range of experiences to meet their needs. The majority of staff hold relevant childcare qualifications and are keen to continually update their professional development. The managers carefully monitor staff performance, both informally through working alongside the staff and more formally through annual appraisals and monthly supervisions to identify training needs. This helps to promote good outcomes for children. Reflective practice is a regular feature of the provision. This means that areas for improvement are identified promptly. The manager uses this information to inform her action plans, which in turn ensure that well-targeted action is taken to improve outcomes for children.

Parents value the strong partnership and relationships they have with the nursery staff. They speak highly of staff and are delighted with the activities they provide for children. They say that they 'couldn't be happier' with their child's progress and that 'there has never been a day when the children don't want to come'. Parents also commented on the 'excellent' support they received from all of the staff. The nursery has developed successful strategies to work closely with parents. Consequently, children have continuity of care and their needs are well met. Staff have established strong links with local health and social care agencies. This means that they are well placed to support parents in accessing any additional support they may need for their child.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY374563
Local authority	Essex
Inspection number	962850
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	35
Name of provider	Olapeju Yetunde Olagundoye
Date of previous inspection	25/11/2013
Telephone number	01268 559788

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

