

Laindon Neighbourhood Nursery

The James Hornby High School, Leinster Road, Laindon, BASILDON, Essex, SS15 5NX

Inspection date	16/10/2014
Previous inspection date	15/11/2013

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

- Children's communication and language is strong due to staff's effective questioning and support to help children to think critically and develop a clear understanding. Therefore the quality of teaching is good.
- Babies receive exceptional support as staff have a very clear vision of how to support their individual learning and development.
- Children with special educational needs and/or disabilities are making particularly good progress, as staff help them make small, but important steps in their learning.
- Children's emotional well-being is promoted well. They develop independence and confidence to try new skills that supports positive transitions to school.
- Staff have a strong knowledge of the procedures to follow to safeguard children well.
- The partnership with parents and other professionals is very positive, enabling consistent and continual practices to support all children in their daily lives.

It is not yet outstanding because

- Children are not always able to complete activities to their own satisfaction because the routine of the day is not always flexible enough to support this.
- Children's learning abilities are not consistently promoted during some group activities and when they transfer from the baby room to the room for the older children.

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.

Inspection activities

- The inspector observed activities in both rooms and outside.
- The inspector carried out a joint observation with the room leader.
- The inspector took into consideration the views of the parents spoken to during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account the provider's self-evaluation.

Inspector

Claire Parnell

Full report

Information about the setting

Laindon Neighbourhood Nursery was registered in 2004 and is on the Early Years Register. It is situated in purpose-built premises in the Basildon area of Essex, and is managed by a charity. The nursery serves the local area and is accessible to all children. It operates from two main playrooms within a children's centre building and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff, nine of whom hold appropriate early years qualifications at levels 2 and 3. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 89 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to fully complete activities to their own satisfaction, to enable a sense of achievement, for example, by reviewing the daily routine to ensure it consistently meets the needs of all children

- review the organisation of some group times and the transition for children from baby room to the older room, to fully support their abilities rather than their age.

Inspection judgements

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

Children make good progress in all areas of learning. Staff provide challenges and interesting experiences for children in the baby room and the room for older children. Both rooms are well resourced with equipment and experiences, which support children's all-round development. Children choose whether to play indoors or outdoors throughout the day, with staff well deployed to support, engage and interact with them effectively. Most of the time, children decide what they are going to play with and how they are going to play, this supports their curiosity and exploration skills. However, in the older children's room, when children arrive at the nursery for their session, the children who are already settled and playing are expected to leave their activities and join in with a large group activity. Therefore, not all children are able to complete their chosen activity to their own satisfaction. Staff know the children extremely well and confidently talk about their different abilities. During free play, staff offer support and challenges to stretch children's learning according to these abilities using very effective questions and statements. However, in group times, for stories and songs, children are grouped according to their

age and some children are not always offered the challenges that their abilities require, to help them progress further.

Children's communication and language is particularly promoted well. Staff use open questions to support children to think critically, question why things happen and to solve problems themselves. This is extremely well supported through the use of signs, gestures and expressions, especially in the baby room. Young children and babies respond using signs and babbles to communicate their needs to staff. For example, babies using the slide, climb to the top and stop, waiting for staff to recognise what they need next. Staff quickly stop and say 'ready, steady, go'. Other babies join in the phrase and cheer as children slide down, giggling and talking to themselves in their own babbles. Staff in the baby room have a very good knowledge of child development and use this knowledge to provide very clear encouragement for children to achieve the next steps in their individual stages of learning. More able children are encouraged to extend their language through repetition. For example, children join in the game of the 'bear hunt' outside in the garden. Some younger children listen to the older children and staff describing what they are going to walk through next to find the bear. They then confidently join in voicing the words of the story themselves. Children demonstrate their confidence with creativity and imagination. At the painting table children ask to paint dinosaurs. Staff introduce the idea of using the dinosaur figures to make prints and marks on the paper with paint. Other children stretch their imagination by painting the actual dinosaur figures rather than the paper with colours of their choice. Staff recognise the importance of allowing children to express themselves freely through painting and mark-making activities. Some children show extreme levels of concentration at activities of their choice. This is well supported by how the staff quickly interact and their levels of positive engagement with children. For example, staff sit down at the construction table with children who have difficulty concentrating on some activities for short lengths of time. They notice children's interests and use this to extend their concentration, resulting in children planning, building and talking about their constructions, incorporating colours, numbers and problem solving into the activity to great success. Children who speak English as an additional language are supported well. Staff value and reflect their home languages as well as supporting their spoken English. A good supply of books in dual languages, displays of children's languages, as well as key words are used by staff to support children's understanding.

The staff monitor and track children's progress well. The assessment programme supports children's ongoing development effectively. All staff gather information on all children through observations and photographs. These are successfully shared with the key person who links these achievements to areas and stages of learning. Parents are constantly encouraged to share achievements from home and to review children's progress within the nursery, therefore, supporting a full picture of children's development. Starting points are gathered when children start through discussion with parents and initial observations. These are then used well to plan for children's next steps in their development. The progress check, completed between the age of two and three years, is used well to identify areas for encouragement and to provide early intervention for any concerns in children's development. However, children transfer from the baby room to the room for older children when they turn two years of age. This does not always fully support their learning needs, as some children need further support and others need challenges and extension in their learning before they are two years old. Children with special educational

needs and/or disabilities are supported very well by all staff and especially by those who are responsible for the overseeing of their progress. Staff work very closely with parents and other professionals to offer a consistent approach to children's learning. They have a very clear understanding of how to plan for small steps of development for each child, resulting in big achievements for some children. This clearly supports children in gaining the skills they need for their future learning, their readiness for school and for closing the gap in any developmental delays.

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

There is an effective key-person system in place. Children settle quickly due to staff getting to know children well, responding to their interests, home-life and routines. This supports children's positive and secure relationships with their key person and other staff in the nursery, therefore, promoting their emotional well-being. Staff are deployed well in the nursery. When children move from the baby room to the older children's room, their key person supports this well by visiting with them, talking through any anxieties with parents, helping them to get to know other staff and gently introducing them to new routines and experiences.

Children's well-being is promoted well through everyday activities, routines and explanations. Children take themselves to the bathroom independent at a very early age, with staff watching from a distance to ensure children have a good understanding of hygiene procedures. This also encourages their independent skills. Staff allow children to try new skills. For example, children try to put their own coats on, with staff watching from a distance. Staff sit back and allow children, through trial and error, to put their coats on even though this might take two or three goes to get it right. Staff intervene when children become frustrated or give up on the task, gently explaining how to achieve their goal. Therefore, children gain confidence and independence, as well as a sense of achievement and high levels of self-esteem. Staff are positive role models to children, helping each other and working together as a team, which shows in the way children take responsibility for their activities, helping to tidy up and prepare for other activities. Children receive clear explanations to encourage sharing and taking turns, especially in group activities. Staff support children's understanding of keeping themselves safe from an early age. For example, in the baby room, staff support children by removing toys from the bottom of the slide, talking to children about bumping into the toys when they come down. Children help themselves to drinks throughout the day and the younger children use cups that are suitable for their needs. They enjoy healthy, freshly cooked meals that cater for all children's dietary requirements and preferences. Children help to serve their snacks and lunches, learning to use the tools for spreading, cutting and scooping to further enhance their choice and independence. Children thoroughly enjoy outdoor play. They experiment and explore the world around them, digging in the mud, planting and growing their own produce. They use the space outdoors well to show their skills at different movements and the safe use of outdoor play equipment, such as slides and climbing equipment.

Children gain a clear understanding about diversity and equality. They have access to a

good range of equipment that positively portrays images of today's society. This helps them to celebrate the differences in each other, whether that is their gender, roles in society, skin colour or disability. Children celebrate festivals throughout the year, learning about cultures and celebration of children in the nursery, as well as those in the outside world.

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

Children are safeguarded well. Staff are very clear about their responsibilities and role in helping to keep children safe. All staff have a clear knowledge and up-to-date training of the procedures to follow and who to contact when they have a concern about a child in their care. Therefore children's welfare is continuously promoted and protected. Safeguarding procedures are continuously reviewed and are accessible to parents. Thorough risk assessments are regularly carried out to provide children with a safe and secure environment in which to play in. The management and room leaders carefully organise staffing to ensure appropriate ratios are adhered to at all times. Staff are recruited following thorough recruitment procedures. This ensures staff are appropriately experienced and qualified, as well as having appropriate checks to deem them suitable for caring for children. A well thought-out induction and probationary period enables new staff to be fully aware of how the nursery works. The nursery's policies and procedures are in place and updated on a regular basis, to underpin the effective management of the nursery and inform parents of the nursery's responsibilities towards their children. All relevant documentation is recorded and kept confidentially. Records, such as those for attendance, medication administration and accidents, promote children's welfare effectively.

All the staff in the nursery have a positive attitude and commitment towards continuously improving the service for children and their families. A flexible and ongoing self-evaluation programme effectively identifies areas of strength and areas to be reviewed and developed. Staff identify their own strengths and weaknesses through regular supervision meetings and peer-on-peer observations. These lead to the implementation of a successful training programme to develop staff's professional and personal training. Staff meet regularly as a team to discuss and share new practices and individual children's development. They discuss their teaching skills to ensure they are consistent and talk about the impact these have on children's care and learning. Therefore, the quality of teaching is carefully monitored and continuously improved throughout the nursery. Parents have an important role in supporting the nursery and the staff in their improvements by offering suggestions, responding through questionnaires and through daily feedback. The nursery has made significant progress and improvements since their last inspection and has met all the actions and recommendations, therefore promoting better outcomes for children.

The partnership with parents and other professionals is particularly strong. Parents are made to feel part of the nursery, welcomed into the rooms and have daily discussions with their children's key person. They make positive comments about the reassurance they

receive about their children's care and progress. The nursery provides a wide range of displayed, written and verbal information for parents. For example, parents receive a regular newsletter about upcoming events but also have a visual reminder through the displayed calendar of events and topics. The nursery has strong links with local schools, liaising continuously with them to aid the smooth transition of children to school, even after they have left. The coordinator for children with special educational needs and/or disabilities and the child's key person develop positive and professional partnerships with physiotherapists and health visitors to provide a consistent approach to individual children's daily needs and ongoing care. Therefore children's achievements are shared, celebrated and concerns are discussed together with other professionals and parents. This enables strategies for children's future development and care to be agreed in a partnership. Therefore, a well-organised and multi-agency approach is promoted for children's continual development.

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	EY284577
Local authority	Essex
Inspection number	962772
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	89
Name of provider	Pre-School Learning Alliance
Date of previous inspection	15/11/2013
Telephone number	01268 411844

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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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