

TREGS Day Care and Educational Centre

97 Whitwell Road, London, E13 8DA

Inspection date	13/11/2014
Previous inspection date	28/05/2014

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

- Staff help babies and young children to feel safe and secure as they build close, warm relationships with them.
- Staff deliver a good range of interesting and challenging play-based activities that help children to progress well in their learning and development. There is a good balance between adult-led and child-initiated experiences and the quality of teaching is good.
- Children are safeguarded because staff understand their responsibilities to protect them. Staff have a strong commitment to their own professional development and they update their knowledge and understanding through regular training.
- Parents speak highly of the nursery staff and feel they are fully involved in their children's learning and development.

It is not yet outstanding because

- There are few natural resources to enhance children's understanding of the world.
- Children do not see many positive images in their learning environment, of people from a variety of backgrounds, to help them to develop a greater understanding and respect for differences in culture and ability.

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 children engaged in interesting activities indoors and outdoors.
- The inspector spoke with the provider/manager, staff and children.
- The inspector carried out joint observations with the provider/manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled a range of documents, including policies and procedures, staff suitability records, risk assessments and children's progress records.

Inspector

Jennifer Forbes

Full report

Information about the setting

TREGS Daycare and Educational Centre registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from an adapted building in Plaistow in the London Borough of Newham. Children have access to a large play room and baby room. There are toilet and kitchen facilities, an office and staff room. There are two enclosed areas for outdoor play. The nursery opens Monday to Friday from 7am until 7pm for 51 weeks of the year, closing for a week at Christmas. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. This includes children with special educational needs and/or disabilities, and those who are learning English as an additional language. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery employs 12 members of child care staff, including the manager. Of these, 10 hold appropriate early years qualifications at levels 2, 3 and 6. The provider/manager holds Early Years Professional Status. The nursery also employs a cook and administrator.

What the setting needs to do to improve further

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

- introduce more natural resources for children to explore and investigate to enhance their understanding of the world
- help children learn to understand and respect differences in their local community and the wider world, by providing more positive images of people from a variety of backgrounds and abilities.

Inspection judgements

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

Staff promote children's learning and development by providing a good range of interesting and challenging activities that spark their imagination and encourage them to explore. Staff have a good knowledge of the Early Years Foundation Stage and the quality of teaching is good. Staff demonstrate their knowledge of how young children learn as they build on child-initiated activities to extend children's interest and motivate them to learn. For example, staff introduced mathematics into a creative play activity as children chose to paint their hands to make handprints on paper. Staff noticed that only three fingers had printed and took the opportunity to help the children compare with their own hands to find out how many printed fingers were missing. Staff observe children as they play and identify the next steps in their development. They monitor children's progress

through the seven areas of learning and share their assessments with parents. Staff use their assessments to plan for children's development, incorporating children's particular interests to ensure they enjoy their learning. Parents provide information for staff to help them to understand children's interests and abilities when they first attend and throughout their time at nursery, which ensures continuity.

Babies and children have access to a good range of resources that staff use effectively to promote children's learning both indoors and outdoors. Staff encourage babies to practise their skills of walking and talking by speaking and singing to them and supporting their first wobbly steps. Children sing songs and rhymes that help them to learn about letters and numbers. They sing songs in other languages, which helps them to learn about the world. Staff help children to learn more about the world by discussing the features of toy animals and encouraging them to use tools to dig in the garden. However, there are few natural resources available for children to have first-hand experiences of the natural world and extend this area of development still further. Staff promote children's communication and language development very well. They bring stories to life by reading with enthusiasm and expression. They engage children in conversation and ask them questions, which promotes thinking and gives them confidence to speak in a group. By working closely with parents staff help children learning English as an additional language to confidently use their home languages and to learn words in English. They also work in partnership with speech and language therapists and other professionals to support children with special educational needs and/or disabilities.

Staff encourage children to develop their physical skills by providing a range of apparatus and equipment indoors and outdoors. Staff show children how to make bubbles by waving large wands which promotes large muscle development. Children make marks in coloured foam, which is pre-writing skill. Children enjoy messy play activities and explore sensory textures. Babies freely explore their surroundings and examine the resources provided. For example, staff provided a tray of dried pasta that babies sat in, picked up and chased across the floor with excitement. Enjoyable activities such as this, shared with their key person, promote their physical and personal, social and emotional development. Staff also help children learn to concentrate and support their natural curiosity to learn. Older children learn to recognise numbers and letters and to write their name to help them prepare for school.

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

Staff develop close, warm relationships with babies and children in their care. Children are confident, friendly and self-assured. They make friends easily and their behaviour is good. Staff use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Staff involve children in the routines of the nursery. Children display knowledge and understanding of the routines, including those to promote their good health. For example, children wanted to involve a senior staff member in the serving of their snack and they told her to wear gloves and an apron. Children pretend to be a train as they line up to wash their hands before eating. The nursery cook prepares appetising and nutritious snacks and meals and children enjoy healthy food. They eagerly

select their own vegetables and pour their own drinks. Staff provide activities using artificial fruit and vegetables and they talk about foods that are healthy or unhealthy to eat.

Children select their own resources from clearly labelled drawers and they lead their own play. Play resources are of good quality and are easily accessible to all children. Children have opportunities to learn about different religions and cultures because staff help them to acknowledge various festivals. However, there are few positive images displayed in the nursery to support children to gain a deeper understanding and respect for the differences in people in society. Children learn to be independent as they change into boots and coats for outdoor play. They have opportunities to play outside every day in the fresh air and staff take them on outings. Staff carry out thorough risk assessments before children go outside to make sure they stay safe. Children are safe in the nursery because staff teach children to keep themselves safe as they talk to them about the reasons for boundaries and rules.

Staff supervise the children well and continually engage with them at their activities. They sit on the floor at children's level or beside them at tables. Staff are sensitive to the needs of individual children. Children who are new to the nursery settle in quickly because staff are kind and caring. Staff provide toys that new children prefer to help them to feel at home and secure. Caring staff know when it is time for younger children to rest and to sleep and they make cosy beds for them in darkened rooms and play soft music to soothe them. Older children learn to manage their own personal care needs. They use the toilets and washing facilities independently. They learn to sit still and to listen and develop the confidence and skills they will need when they move on to other settings and school. Staff provide a graduation ceremony for children who are leaving to go to school and their parents and families, to celebrate their achievements at nursery.

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

The management team have worked very hard to make successful improvements to the nursery and have met all the requirements of previous inspections. Senior staff are well qualified and are skilled in promoting good outcomes for children. Students and apprentices receive mentoring by senior staff who support them in their learning. All staff have a clear knowledge and understanding of the requirements of the Early Years Foundation Stage and they understand how children learn. All the necessary documentation for the safe and efficient management of the nursery is well maintained. The management team regularly review the policies and procedures of the nursery and ensure that parents and staff understand them. There is a clear safeguarding policy and staff have undertaken additional training. There is a clear whistle blowing policy so that staff feel comfortable to highlight any causes for concern, and mobile phones are not allowed to be used anywhere on the premises.

The professional development of staff is encouraged by the management team who seek appropriate training courses to support staff in their work. Several staff are trained in first

aid, so they can deal effectively with minor injuries if necessary. Staff undertake regular fire drills with the children to ensure they know what to do should an emergency occur. Risk assessments are robust and carried out on all areas of the nursery and on outings. Staff ensure they monitor all visitors to the nursery and check their identity. Any people working to make improvements to the nursery do not go into areas where children are playing. Recruitment procedures are robust and all staff have undergone the necessary Disclosure and Barring Service checks to help ensure they are suitable to work with children. The management team ensure that staff never leave new staff and students working alone with children, and they ensure that correct ratios of adults to children are always maintained.

Staff monitor children's developmental progress to ensure that any identified gaps in children's learning are quickly closed. They work closely with other professionals who offer support and information, and help staff to develop their skills and practice. Partnerships with parents are strong because staff involve them in their children's learning and care. The management team invite parents to give regular feedback on the activities provided for their children. Children's key persons meet with parents frequently to discuss children's progress. Parents speak highly of the nursery and show their appreciation of the care their children receive. Staff are supported by the manager who monitors their practice and the effectiveness of the educational programmes by observing activities. Staff also carry out observations of each other's practice and give each other constructive feedback. The manager checks children's progress records and reviews all planning to ensure that staff meet the needs of the children. The management team have clear plans for continued improvements to the nursery. Parents, staff and children contribute to suggestions and plans for improvements, and staff welcome support from the local authority. The manager has made strong links with local schools to help support those children who are moving on to the next stage in their learning.

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	EY466827
Local authority	Newham
Inspection number	978590
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	39
Name of provider	Elizabeth Olaniyan
Date of previous inspection	28/05/2014
Telephone number	02085862858

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

