

Higham Hill Daycare

313 Billet Road, London, E17 5PX

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| Inspection date | 02/07/2014 |
| Previous inspection date | 11/05/2009 |

| 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

- Partnerships with parents are strong which supports children's continuity of learning at home and in the setting.
- Staff work very well with external agencies in identifying and supporting children with special educational needs and/or disabilities.
- Observation and assessments are used effectively to support planning for children's next steps in their learning so children make consistently good progress in relation to their starting points.
- Staff support children's personal, social and emotional development well, which means children settle well into the setting and are confident learners.
- Staff fully understand their roles and responsibilities, and perform well. This is helped by effective staff supervision and appraisals.

It is not yet outstanding because

- On occasions, staff do not effectively manage the organisation of routines which means that interactions with children during some activities are interrupted. As a result, staff miss opportunities to fully extend children's interests at these times.

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 held discussions with the leadership team.
- The inspector observed children in all areas of the nursery.
- The inspector held discussions with staff.
- The inspector looked at a sample of documentation including policies and procedures, staff suitability records, assessment and learning records.
- The inspector held discussions with three parents.

Inspector

Alexandra Samara

Full report

Information about the setting

Higham Hill Daycare opened in 2007. It is part of a cluster of children's centres that are situated in the Higham Hill area of the London Borough of Waltham Forest. The nursery consists of two main base rooms, one for children under two and one for pre-school children. There is also a family room which can be used as a creche for up to 10 children, and for 'Stay and play' sessions. A community room is used for children's centre activities. The nursery is open from 8.00am to 6.00pm, from Monday to Friday, all year round. Children have access to a secure outdoor play area. The manager holds Early Years Professional Status. There are currently 108 children on roll in the early years age group. The nursery provides funded places for children aged two, three, and four years. Staff support children with learning difficulties and/or disabilities, and those for whom English is an additional language. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. A total of 33 staff are employed, which includes the manager and wider leadership team. All childcare staff hold relevant early years qualifications. There are also two support staff who have responsibilities for domestic matters.

What the setting needs to do to improve further

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

- strengthen the organisation of routines so that interactions between staff and children are sustained, uninterrupted, and result in staff extending children's interests.

Inspection judgements

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

Staff organise interesting play and exploration activities that support children's all-round development. They promote children's physical development through activities such as play dough, climbing, and action songs. Staff support children's interests well and encourage learning through spontaneous activities. For example, children practise their early writing skills as they draw on paper on the floor. Staff encourage discussions about snails and the flowers that children have planted outside, to extend children's understanding of the natural world. Staff encourage children to take part in the activities and build on their learning, for example, by extending a drawing activity into painting fireworks. They mix paints and use their hands, and those of their dollies, to make their pictures. Children thoroughly enjoy giving their hands and their dollies a good wash when they have finished. Staff take the lead from the children and extend their learning. They pose interesting questions, such as, 'How can we make the colour lighter?', as they mix paints. This helps children to be active learners. Staff keep children occupied and

supported during their time at the setting, through warm and supportive interactions. However, on occasion, routines interrupt children's play and learning. For example, as a member of staff encourages children to look at the snail on a flower, she is called away to change nappies, which results in missed opportunities to fully extend children's interests and learning. Nonetheless, most activities are enjoyable and help children to make good progress. Practitioners recognise the children's responses and praise them for their efforts, which makes children feel confident and get a sense of achievement.

Staff use effective observation and assessments systems, and record children's achievements in their development records. They use these systems consistently to track and monitor the progress of all children, and to plan appropriate next steps that challenge them and extend their learning. Staff involve parents in these assessments to ensure continuity of working between the setting and the home. The children are making good progress and are working within the typical range of development for their ages. Staff use the data from the children's centre effectively to identify the needs of the children and their families. They focus on promoting children's language, physical, social and emotional development to ensure children have a secure foundation in their early development. Staff work closely with other professionals in supporting parents and their children.

The partnership working with parents is strong. Parents are welcomed into the setting and are encouraged to take part in their child's learning by providing information about their starting points, interests and progress. They take in a range of children's centre activities and events that are available to them, like coffee mornings and volunteering opportunities.

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

Staff provide a very supportive and inclusive environment for children, and their families, creating a sense of ownership and of being part of the local community. Key persons and other staff in the setting work closely with parents in getting to know the children and their starting points. Each key person involves parents in a baseline assessment during the settling-in period. Information sharing with parents about their children's learning and development is regular and well developed. Parents feel that their children are progressing and that they feel involved in their learning. Children are happy talking about their key person and the activities they do in the setting.

The leadership team has developed effective transitional documents and close links with the local schools to help ensure children's move to school is a positive experience. Staff work closely with schools, parents and other partners in making sure they assess children's progress accurately, so children are equipped with the right skills to be ready for school.

Children enjoy supportive interactions with staff. They are encouraged to join in activities, work as a team with their friends, and behave well. Staff are good role models for children, encourage positive behaviour and use positive strategies consistently across the nursery. Consequently, children understand the realistic boundaries and behave well. Key persons have very good knowledge of their key children and have effective strategies in

place to ensure stability when a key person is changing. As a result, children form secure attachments with staff and parents feel supported during any changes. Staff give lots of cuddles, reassurance and supportive interactions with babies and young children, to help them to settle. For example, a member of staff recognises that a baby is a bit upset. She snuggles the baby into her and explains, 'mummy is going to be here soon'. This works well to reduce children's anxiety.

Staff teach children about managing their own health and safety. For example, before an outing staff remind children about the possible risks to look out for and how to keep safe near the roads. Staff demonstrate good hygiene routines. Therefore, children learn the importance of washing their hands, for example, before eating, after using the toilet, or if they have been involved in a messy activity. Children have regular opportunities to enjoy fresh air and exercise. Consequently, they learn to follow a healthy lifestyle, and how to keep themselves and others safe.

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

A strong leadership team is involved in the running of the setting and the wider children's centre. Staff implement detailed and well-developed policies and procedures to safeguard and protect children. The leadership team has developed effective recruitment, supervision, and appraisal systems to ensure that staff have a clear understanding of their roles and responsibilities. These include staff being appropriately vetted and inducted. The care and education manager is part of the safeguarding team, and is committed to making sure that all staff are aware of what to do if they have concerns about a child. For example, staff attend annual safeguarding training, as well as other relevant training, such as recognising mental health issues. Management follow effective procedures for performance management, and staff have regular supervision and team meetings with the leadership team. Staff are encouraged to develop their skills in working with children by attending relevant training or being involved in special projects.

The leadership team and staff are committed to supporting all parents. Parents comment very positively on the support that was provided to them and their children during the settling-in process. They acknowledge that staff support the individual needs of their children and ensure they make good progress in order to be ready for school. The leadership team has worked extensively and sensitively with parents. They value the contributions from the parent volunteers and 'parents' champions'. They complete an annual survey to measure parental satisfaction and inform parents about any action taken as a result of their suggestions. This is through a special section in their newsletter headed 'You said, we did'. Consequently, the partnership with parents is a real strength in the setting. Parents feel valued and involved in the centre, and in their children's learning. Partnerships with other professionals involved in children's development works well to ensure a consistent approach to children's learning.

Management and staff have worked extensively to develop the observation, assessment and planning systems in the setting. They are currently working with other partners in an

effort to standardise the assessments for two-year-old children. The leadership team completes an extensive self-evaluation form that identifies areas for development. They also use action planning sessions and team meetings to ensure continuous improvement in the setting. The monitoring and tracking of children's progress is effective, and ensures consistency amongst staff in assessing children's learning.

The activities and experiences available help children to make good progress towards the early learning goals. Children enjoy play and exploration, and are encouraged to become confident learners through relevant activities and individualised planning.

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

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| Unique reference number | EY348487 |
| Local authority | Waltham Forest |
| Inspection number | 999746 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 88 |
| Number of children on roll | 105 |
| Name of provider | The Lloyd Park Centre 'Building For a Brighter Future' |
| Date of previous inspection | 11/05/2009 |
| Telephone number | 0208 527 1737 |

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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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