

Billets Corner Day Nursery

ADJ-Sainsbury's Low Hall Store, 11 Walthamstow Avenue, London, E4 8ST

Inspection date	25/11/2014
Previous inspection date	19/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 effectively promote children's safety through good safeguarding and welfare procedures. Children are supervised and cared for by suitable and skilled staff.
- Children enjoy their time at this friendly and caring nursery, where they make good progress towards the early learning goals.
- The promotion of children's independence and self-help skills by staff, mean that children are confident and prepared well for school.
- Leaders and managers continually drive for improvement, by providing effective staff supervision, support and training to enhance staff practice.

It is not yet outstanding because

- Staff miss opportunities to provide parents with additional information regarding their children's daily play and learning, so they further enhance learning at home.
- At times, the organisation of staff deployment results in some groups of children receiving less support, particularly during the morning, as staff set up the indoor and outdoor play area.

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, the quality of teaching in the playrooms and outdoor play area, sampled children's assessment records and planning documentation.
- The inspector held a meeting with the manager to assess the suitability and qualifications of staff, and management's knowledge and understanding of the requirements of the Early Years Foundation Stage.
- The inspector held discussion with staff about their role in meeting the learning and development, and the safeguarding and welfare needs of children.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the lead practitioner and deputy manager.

Inspector

Martina Mullings

Full report

Information about the setting

Billets Corner Day Nursery registered in 2004 and is a part of the Bright Horizon Family Solutions chain. The nursery is situated within the London Borough of Waltham Forest and based within the Low Hall Sainsbury shopping complex. Transport and local amenities are in walking distance. The premises is purpose built. The building is open plan and is partitioned to separate the different age groups. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll, all of whom are in the early years age group and some of whom attend on a part-time basis. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The setting operates Monday to Friday, from 7am to 7pm. The nursery employs 17 members of staff, of whom 15 staff hold a childcare qualification ranging from level 2 to level 4. Currently, one member of staff is training at level 3. The provider receives funding for the provision of free early education to children aged two-, three-, and four years old.

What the setting needs to do to improve further

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

- develop further ways in which to involve parents in supporting their child's learning and development at home

- review staff deployment, particularly during the busy morning period, in order to ensure effective support is consistent across all age groups.

Inspection judgements

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

Staff demonstrate a secure knowledge of Early Years Foundation Stage and the quality of teaching is good. Therefore, children make strong progress in all areas of development and learning from their initial starting points on entry. For example, staff ensure children settle into the nursery with ease and are ready for progressing onto their next stage of learning. Staff understand how children learn and how to respond effectively to their interest spontaneous activities. The effective promotion of children's independence and self-help skills by staff, mean that children are confident and prepared well for school. Through the current process of observing and assessing children's progress, staff are able to identify well children's next steps in learning and set future targets. They further use this information to provide stimulating and challenging activities for children. Staff ensure the space within the nursery is well organised. As a result, children have the freedom to

freely explore and experiment with a wide range of resources, which staff sensitively store at children's level. Consequently, helps to promote children's independent learning skills and self-confidence.

Children have free choice to move safely from inside to outdoor, and staff make maximum use of the outdoor play area to further promote children's learning. For example, children have opportunities to develop a wide range of physical skills through the challenging activities available. Staff support babies well as they explore with musical activities and sensory experiment. Young children listen with enjoyment to stories read by staff and join in with singing. Staff develop children's use of language through skilfully questioning them about what they like best about the story. They encourage children to ask their own questions and to make comments about the characters in the book. Staff effectively repeat words back to babies and respond to their cues, by using simple short sentences to encourage their emerging language development.

Staff maximise every opportunity to develop children's understanding of mathematics through discussions on size, shape, colour and counting. Children express themselves well and speak confidently in small groups. Older children are able to write and recognise letters in their own name and are starting to link sounds and letters. Staff further support this by ensuring children have access to different writing and drawing materials. As a result, children are acquiring the necessary skills to help prepare them for the next stage of learning.

Staff encourage children to develop their creative and imaginative skills through play. For example, children use their senses and imagination while exploring the home corner, water play, creative and media area. Therefore, staff provide children with challenging learning experiences based on their interest to help them progress.

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

Staff ensure children's health is paramount. As a result, the environment is clean, safe and secure for the children to play. There is always a paediatric first-aid trained staff in the nursery and staff assess the environment for any risks. Staff encourage children to recognise any potential risks and dangers, as they gradually learn to take responsibility for their own safety. Staff also provide opportunities for children to take measured risks. For example, they provide children with support and reassurance, as they learn how to use scissors safely and effectively, so they cut and join model parts. They further encourage children to develop skills for their future well-being, as they learn to solve problems together. Children are well behaved as they happily share, take turns and play together. They understand what is expected of them, as staff provide reasonable boundaries and as such, they are developing a sense of right from wrong. Overall, children learn to be considerate towards adults and each other in a friendly, consistent atmosphere where staff act as a positive role model.

Staff implement the key-person system well in order to help children to form close attachments and close relationships with their key person and other children. As a result,

children confidently move freely through the different areas and speak openly with staff and other children. This helps children to settle easily and participate in a variety of activities, as well as develop their self-confidence

Staff promote children's healthy lifestyle exceptional well. The flow of activities staff provide between the indoor and the outdoor environment, ensure that children benefit from regular exercise and fresh air throughout the day. Staff actively promote good hygiene practices and children know why and when they need to wash their hands. Staff provide well-balanced nutritional food choices for babies and children that are cooked using fresh ingredients. Additionally, staff display food menus for the parents to see. Children develop a strong sense of ownership as they work collaboratively to organise the table for mealtimes. Staff ensure younger children rest or sleep comfortably, and babies sleep in a cot as they follow their home routine.

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

Management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They implement comprehensive policies, procedure and records and ensure that children are protected and well supported. Arrangements for safeguarding are robust and understood by all staff who work directly with children. The management team takes effective steps to safeguard children, including carrying out vetting and induction procedures for all newly appointed staff. As a result, management undertake Disclosure Barring and Service checks to ensure children are only cared for by suitable staff to help safeguard their welfare. Staff work effectively together as a team to ensure the nursery runs smoothly on a day-to-day basis. However, the organisation of staff deployment at times, particularly during the busy morning period, results in a small group of children receiving less individual support. However, children are always supervised by staff.

The management uses effective monitoring systems to ensure children are progressing well. This includes regular supervision, auditing the teaching practice, reviewing children's assessment records and closely monitoring any gaps in their learning. Management role-model good practice to staff. They support ongoing reflective practice and peer observations to encourage staff to share good practice. Good attention is given to supporting staff's professional development, with ongoing opportunities to take part in training. Management and staff effectively prioritise areas for improvement. They have implemented several improvements since the last inspection, which children have directly benefited from. For example, the improvement in the quality of teaching to develop the children's literacy skills.

Information gathered from parents at the admission stage and settling-in procedures by staff, ensures that they have a good knowledge of each child's background and needs. Staff share information with parents regarding their children through displays, a daily communication sheet, questionnaires, newsletters, parents' evening and parent committee meetings. This provides parents with opportunities to view their child's learning records.

Parents comment that staff provide a safe and loving environment for their children. However, staff miss opportunities to further involve parents in practical ways to support their child's learning and development at home. Additionally, parents welcome further detailed information on children learning and progress on the daily communication sheet.

The nursery's designated officer for special educational needs works closely with other professionals to ensure early intervention for children if required. The use of individual educational plans help staff to support children with special educational needs and children who are learning to speak English as an additional language. Staff ensure children are ready for their move to school and provide teachers at local school with transition information to ensure children have a smooth transfer.

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	EY280017
Local authority	Waltham Forest
Inspection number	833530
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	56
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	19/03/2009
Telephone number	0208 523 3823

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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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