

Newtec/East London Childcare Institute - East Ham Nursery

Newham College of Further Education, East Ham Campus, High Street South, LONDON, E6 6ER

Inspection date	28/11/2014
Previous inspection date	04/11/2009

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	2
The contribution of the early years provision to the well-being of children	1	1
The effectiveness of the leadership and management of the early years provision	2	2

The quality and standards of the early years provision

This provision is good

- Staff follow robust safeguarding and safety procedures to ensure children play in a secure environment.
- The quality of teaching is consistently good and children are progressing well to develop their communication and language skills, physical development and their personal, social and emotional development.
- A strong working partnership with parents offers transparency and enables an effective two-way flow of information.
- Management 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 develop older children's interest in the use of technology for a range of different purposes.

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, 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

Newtec East London Childcare Institute (East Ham Nursery) is one of four nurseries run by Newtec. The nursery registered in 2009. It operates from a purpose-built building and is situated on the site of East Ham Further Education College, East Ham Campus, in the London Borough of Newham. The nursery serves the students and the college staff on site. Areas used by the nursery include four childcare rooms and access to toilets, kitchen/staff room and a parent's room in the main building, and a separate baby unit in the grounds. All children access a secure enclosed outdoor area for play. The nursery is open each weekday, from 8pm to 6pm, for 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 85 aged from three months to five years on roll; most attend on a part-time basis. The provider receives funding for the provision of free early education for children aged two-, three-, and four years old. It supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The nursery employs 21 members of staff. All hold appropriate early years qualifications from level 2 to level 6.

What the setting needs to do to improve further

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

- improve opportunities for older children to develop their understanding and use of technology-based resources.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage; as a result, they create a stimulating learning environment. Furthermore, staff demonstrate a positive attitude towards learning by presenting children's activities in an interesting and enthusiastic manner. Staff ensure the space within the nursery is well organised. Therefore, children have the freedom to freely explore and experiment with a wide range of resources, which staff sensitively store at children's level. Consequently, this helps to promote children's independent learning skills and self-confidence.

Children make strong progress in all areas of development and learning from their initial starting points on entry. Through the current process of observing children's progress, staff also plan well together and assess children's growing skills and achievement effectively. Staff complete the progress check for two-years-old children and the use of an online monitoring system helps staff to identify any underachievement in children's learning, and to plan their next steps in learning. Staff understand how children learn and know how to respond to their interests when engaged in spontaneous activities.

Staff support babies well as they explore with age-appropriate musical resources and sensory experiment. Older children listen with enjoyment as staff read them stories and they have the ability to retell the stories or to follow up with discussion. The use of language and effective questioning techniques by staff promotes children's communication and language skills, and challenges their thinking. The children enjoy singing action songs, as they excitedly join in with the movements. Staff provide opportunities for physical development. As a result, children develop their fine and gross motor skills, as well as their hand and eye coordination. Staff maximise every opportunity to develop children's understanding of mathematics, for example, through discussions on size, shape, colour and counting. Additionally, staff encourage children to develop their creative and imaginative skills through play. Consequently, children are acquiring the necessary skills in preparation for their next stage of learning.

Staff provide children with a range of technological resources. However, they miss opportunities at times, to encourage older children to develop their interests further in the use technology for learning. Nevertheless, staff teaching does enhance children's awareness of the wider world in which they live. As a result, children learn about nature, people, community, culture and religion. For example, the outdoor area is set up by staff to encourage children to learn about nature, such as birds and mini-beast. Furthermore, staff promote children's awareness of different religions, for example, they took children recently to visit a mosque.

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

Children thoroughly enjoy being at the nursery. As a result, they settle very quickly on arrival. There is a very good balance between adult-led and child-initiated play. Staff implement the key-person system extremely well, in order to help children to form close attachments and relationships with their key person and other children. This further helps staff to be familiar with each child's needs and background. The highly committed staff effectively role model good behaviour and interact with the children well. As a result, children's behaviour is consistently good. They display kindness and caring attitudes towards staff and other children. They play collaboratively together, share and take turn to use the resources.

Staff implement robust safety measures and provide a clean, secure and exciting environment that enables excellent learning opportunities for all children. Staff teach children to recognise potential risks and dangers in order to avoid accidents. As a result, children gradually learn to take responsibility for their own safety. The effective promotion of children's independence and self-help skills by staff, mean that children are highly confident, they take ownership for their own work and they are prepared well for school.

Staff effectively promote a healthy lifestyle. As a result, the children benefit from daily outdoor play and fresh air. Qualified staff provide healthy snacks and meals in the college restaurant. Staff carefully monitor children's lunches and use specific placemats to identify any known allergies and dietary requirements. Staff effectively teach children about the

importance of good hygiene practices. For example, they encourage children to wash their hands after using the toilet, and before and after eating food. Staff ensure babies and the younger children sleep comfortably, as they rest and follow their home routine.

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

Management and staff work to ensure that all legal safeguarding and welfare requirements of the Early Years Foundation Stage are met. Effective implementation of the policies and procedures by staff ensure they protect and support children well. Robust safeguarding procedures are in place and understood by all those who work with the children. Management undertake Disclosure Barring and Service checks as part of their thorough recruitment process. This ensures children are only cared for by suitable staff in order to help safeguard their welfare. Paediatric first-aid trained staff are always present in the nursery and staff complete an internal and external risk assessment when required. In addition to the security intercom at the nursery door, there is also the security service at the entrance of the building that allows only authorised individuals to the building. Staff are very alert and always check visitor's identification before entry to the nursery. Management implement effective e-safety measures to prevent access to unauthorised websites and to keep information records safe.

Staff morale is high and they work effectively together as a team to ensure the nursery runs smoothly on a day-to-day basis. The nursery manager have helped the experience staff to stay focus and motivated, by their passion for the development of children in their care. The manager oversees children's progress well and ensures staff help children to make good progress towards the early learning goals Staff meet frequently during team meetings, where they discuss each child's individual progress. This allows them to monitor accurately children's current stage of learning and to identify future planning opportunities.

The manager monitors staff teaching and performance effectively to help identify their areas of strength, development and any future training needs. The manager carries out induction for all new staff to help them become familiar with their roles, in order to help children to learn, develop and safeguarding their needs. The manager further provides ongoing staff supervision and annual appraisal. As a result, staff identify their own professional development and attend regular training, which enables them to have new ideas to include in planning. The manager plans to introduce peer-to-peer staff observation in order to share good practice. Staff reflect on their practice well as it allows them to consistently improvement and share ideas. For example, after attending a recent training course, staff feedback to others about ideas to improve the provision, such as setting up of a bug hotel for children to learn about mini-beast.

The staff have established excellent partnership with parents, for example, they share information through parents' evening, displays, questionnaires, newsletters, and daily feedback. Parents make a positive contribution to the nursery and sometimes participate in external trips. Staff provide parents with further opportunities to view their child's

learning records. Parents comment that staff offer a safe and loving environment for their children. The nursery manager and designated officer for special educational needs work 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/or disabilities and children who are learning to speak English as an additional language. Additionally, the nursery management works closely with the local early years advisory teacher. As a result, management is reflective about its own achievements and is always looking for ways to improve further, which they identify clearly during their self-evaluation process.

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	EY391328
Local authority	Newham
Inspection number	830331
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	57
Number of children on roll	85
Name of provider	Newham Training & Education Centre
Date of previous inspection	04/11/2009
Telephone number	02082574292

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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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