

# Rimis Day Nursery

119a, Eastern Avenue, Ilford, IG4 5AN



## Inspection date

14 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider has a good understanding of how to promote children's education and welfare effectively.
- Children make good progress in their learning. Staff know how to identify and close any emerging gaps in children's development. Staff monitor children's progress through the effective use of observations and assessments and plan for their next achievements.
- Staff are good role models to children. They meet children's physical and emotional needs effectively. Children learn to behave well and respect others. They are independent and confident learners.
- Staff establish good relationships with parents. They exchange important information about their children's development and invite parents to share children's progress at home.
- The provider encourages staff to develop their teaching skills, for example, through completing higher levels of training.

### It is not yet outstanding because:

- Staff miss some opportunities to help children understand the reasons for good hygiene routines and why these play an important part in their health and well-being.
- Staff do not make the best use of all opportunities to support older children's understanding of mathematical language and problem-solving.

## What the setting needs to do to improve further

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

- increase children's understanding of the importance of good hygiene practices to promote their good health more effectively
- make the best of all opportunities to extend older children's awareness of early mathematics.

### Inspection activities

- The inspector observed the staff's interactions with children during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector talked with the parents, the providers, the manager, staff, the local authority officer and the children at various times during the inspection.
- The inspector undertook a joint observation with the provider.
- The inspector sampled a range of documentation, including records relating to children and staff, and checked safeguarding procedures and feedback from parents.
- The inspector had discussions with the manager about policies and procedures, methods of assessing and planning for children's progress, and how she works with parents, staff and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify any concerns about a child's welfare and follow reporting procedures. Staff carry out risk assessments of the environment to ensure they remove any risks to children, supporting their well-being effectively. The premises are suitable and well-maintained. For example, the provider has closed off the space leading to the basement and the entrance to the setting is secure. The provider evaluates her provision effectively. For example, she works closely with local authority officers to identify any weaknesses, which she carefully tackles and monitors to improve.

### Quality of teaching, learning and assessment is good

Staff promote children's learning and interests well. For example, children enjoy planting flowers, developing their creativity skills and awareness of the natural world. Children develop good physical skills. For example, they ride bikes confidently and climb large apparatus. They learn to step over, under and balance, as they develop agility. Children develop their literacy skills as they listen to stories, and enjoy making marks in various ways, such as in drawing activities, to build their early writing skills.

### Personal development, behaviour and welfare are good

Children learn to respect differences. For example, staff teach children about how people celebrate a range of festivals so that they learn about their own and other cultures. Staff help children to be aware of safety issues. For example, staff discuss the dangers of crossing the road with children to increase their awareness of keeping themselves safe. Children begin to understand the importance of adopting a healthy lifestyle and choose from healthy options during mealtimes. Staff liaise well with school staff to support children's move on to school. They meet regularly with teachers to discuss how to meet children's individual needs and their progress before they start.

### Outcomes for children are good

Children are well prepared for the next stages in their learning and for school. They listen, communicate and respond well to each other and to adults. Children enjoy using their imagination. For example, they make shapes and use their imagination during play dough activities. Children show that they are independent. For example, they help to prepare snacks and serve themselves.

## Setting details

<b>Unique reference number</b>	EY487912
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1010521
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Rimis Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07913374099

Rimis Day Nursery registered in 2015. It is situated in Ilford, in the London Borough of Redbridge. The nursery opens from 7am to 7pm on weekdays for 51 weeks a year. The nursery receives funding to provide free early education for children aged two, three and four years. There are three members of staff. Of these, two staff hold early years qualifications at level 3.

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