

Clayhall Nursery

208 Clayhall Avenue, Ilford, Essex, IG5 0LE



Inspection date

10 May 2016

Previous inspection date

20 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders and managers have worked effectively to review practice and set clear targets for improvement since the last inspection. As a result, the staff team are motivated and driven to improve achievement for all children.
- Staff care for babies in a highly sensitive way. They take care to provide comfort and support to children settling in. They are successful in helping children feel secure and able to enjoy staying to have their lunch at nursery for the first time.
- Staff are good role models. They provide clear explanations and guidance, which helps children to understand what is expected, and know what is right from wrong.
- Staff have reviewed and improved learning opportunities for children. They are using a range of methods including different ways to enhance the support they offer children who are developing their communication and language skills.

It is not yet outstanding because:

- Staff are at an early stage of implementing a tracking system. This is beginning to help them gain a precise overview of the progress of different groups of children so they can identify, more specifically, any gaps in learning or staff knowledge in order to make further improvements.
- Staff do not always fully consider the learning needs of some children taking part in everyday activities. Children occasionally lose interest and become distracted in larger group activities.

What the setting needs to do to improve further

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

- embed the tracking system to help staff get a precise and more specific overview of where different groups of children are at in their learning so this information can be used to support further all children to make the best progress possible
- strengthen the organisation of some everyday activities to fully engage all children and meet their individual learning needs.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day and held discussions with the manager and the provider.
- The inspector carried out joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of the inspection.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Catherine Greene

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have high expectations. They have worked closely with the local authority to make sure all staff have a secure understanding of what to do if they have a concern about a child. Safeguarding is effective. Recruitment and vetting procedures are followed so that all adults are checked for their suitability to work with children. Meetings between parents and management are successful in seeking parents' views and informing change. All staff are confident to discuss the nursery's policies and procedures with parents and other professionals. The manager and staff now benefit from regular supervision and leaders have started to monitor practice effectively. This with regular support from the Early Years Coordinator, is improving the quality of teaching.

Quality of teaching, learning and assessment is good

Children are motivated to learn. All areas are well resourced to build on children's interests and support their independence. Children use their imaginations well as they enjoy digging and exploring the texture of the soil in the mud kitchen. Older children count as they explore and transport into smaller containers from a large container of buttons. They eagerly negotiate with each other how much water to add to make the scales balance. On occasion, larger group activities are less well planned to capture the interests of all children. Staff support children's developing communication and language skills well. They work with other professionals, such as speech therapists when children need extra support. They have considered other ways, such as visual cues to support and develop children's communication skills. Parents speak highly of staff and say they are kept well informed of their children's progress.

Personal development, behaviour and welfare are good

Children benefit from an effective key person approach. When children do not speak English, staff work well with parents to learn key words in their home language. As a result, children are confident and show good self-esteem. In addition, this helps children settle quickly and make the best of learning opportunities. Children gain a good understanding of how to stay safe. Older children show that they listen to staff's instructions about not running on the slope outside when it has been raining. Children confidently remind each other to walk and not run. Staff encourage children to learn about healthy lifestyles while they enjoy plenty of physical exercise.

Outcomes for children are good

There are good systems in place to monitor the progress that children make. This enables the manager and staff to take prompt action to reduce any gaps in children's learning. Staff follow children's lead during play and model language effectively. Children enjoy looking at books and puzzles with staff. They have good opportunities to recognise the letters in their names and develop the skills they need for writing through a range of specifically targeted activities. Children make good progress and gain the skills they need to be ready to move to the next room or on to school.

Setting details

Unique reference number	128498
Local authority	Redbridge
Inspection number	1039544
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	49
Number of children on roll	74
Name of provider	Clayhall Nursery Partnership
Date of previous inspection	20 November 2015
Telephone number	020 8551 2577

Clayhall Nursery registered in 1997. The nursery is open each weekday from 8am to 6pm, all year round. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 16 members of staff, of these, 15 hold appropriate early years qualifications.

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