

# Chadwell Heath Nursery

Resurrection Life Centre, Rear of 31-33 High Road, Romford, RM6 6QJ



<b>Inspection date</b>	11 October 2016
Previous inspection date	4 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 ensures that ratios are always maintained. Staff are well deployed and children are supervised closely, including at sleep time, to maintain their safety and well-being.
- The provider understands the requirement to inform Ofsted of any significant changes including changes to the directors and managers.
- The provider effectively monitors children's development, to help identify any gaps in learning, and takes effective steps to help them catch up.
- Staff provide a good range of stimulating learning experiences. Children are independent and confident, and make good progress.
- Partnerships with parents are strong. Parents are encouraged to always share important information about incidents that occur outside the nursery with staff, to help maintain children's well-being. Staff work well with parents and professionals to help children receive the care and education they need to develop further.

### It is not yet outstanding because:

- At times, some staff rush activities and younger children do not have time to absorb and think about what is happening before the activity ends.
- Not all staff who work in the playroom are aware of individual children's next steps in learning. Some opportunities to help children make more progress are missed.

## What the setting needs to do to improve further

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

- provide younger children with more time to listen and engage fully in activities
- make sure all staff are aware of children's next steps in learning, so that opportunities for learning are not missed.

### Inspection activities

- The inspection was carried out as a result of the risk assessment process.
- The inspector talked with the manager, staff and the children at various times during the inspection. The inspector also undertook a joint observation with the manager.
- The inspector observed the staff's interaction with the children indoors and outdoors, and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including records relating to children and staff, and checked safeguarding procedures and feedback from parents.
- The inspector held 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 have a good understanding of how to identify any concerns and are aware of their responsibilities to keep children safe. Staff carry out detailed risk assessments to identify and minimise risks. They ensure children cannot leave unattended and the premises are secure. The provider implements safe recruitment procedures to ensure staff are suitable to work with children. The manager monitors staff performance regularly and provides immediate feedback, to help staff understand their strengths and weaknesses. She provides many opportunities for them to gain more professional knowledge and improve their teaching. For example, every month staff attend in-house training. They have developed their understanding of delivering mathematics and literacy, to help children problem solve and recognise letters.

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

Staff observe and assess children regularly and use these assessments to plan effectively for their future progress. Staff support children's physical development well. For example, outside in the well-resourced garden, children learn to move quickly and in different directions; they climb and ride wheeled toys confidently. Staff support literacy effectively. For example, during circle time children enthusiastically select objects from the listening bag. They learn to link letters to sounds, such as 'g' for gorilla. Staff encourage children to sit and listen to individuals talk. They develop good listening and communication skills. Children enjoy pretend play and are supported well by staff. They act out what they know from their previous experiences. For example, in the home corner, children pretend to cook and go shopping.

### Personal development, behaviour and welfare are good

Staff are skilful at helping children to recognise and respect people's differences. For example, they organise multicultural events at the nursery, inviting all the parents to join in. Staff, parents and children dress in traditional cultural clothing and celebrate the huge diversity everyone brings. Staff manage children's behaviour effectively and children are well behaved. Staff meet children's care needs effectively, for example, during toileting and sleep routines. Most staff are trained in paediatric first-aid to help manage any accidents. Children are well prepared for the next stage of their education. Staff invite school staff to visit children and share their progress records in readiness for school.

### Outcomes for children are good

Children enjoy taking part in music sessions with the nursery's musician. They confidently play instruments and move to the rhythm of the music. Children listen and participate during story sessions. For example, they predict the sequence of events in the story. Children feed themselves and take responsibility for helping to tidy away play resources.

## Setting details

<b>Unique reference number</b>	EY390650
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1074650
<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>	1 - 4
<b>Total number of places</b>	123
<b>Number of children on roll</b>	168
<b>Name of registered person</b>	RLC Community Resource Centre
<b>Registered person unique reference number</b>	RP528840
<b>Date of previous inspection</b>	4 September 2013
<b>Telephone number</b>	02085 977 111

Chadwell Heath Nursery registered in 2009. It is situated in Chadwell Heath in the London Borough of Barking and Dagenham. The nursery receives funding for free early years education for children aged two, three and four years. The nursery operates from 7.30am to 6.30pm on Monday to Friday for 50 weeks a year. The after-school club operates from 3pm to 6.30pm on Monday to Friday during the school term, and the holiday play-scheme operates from 8am to 6.30pm on Monday to Friday during school holidays. All staff hold early years qualifications. Five staff hold early years professional status and one holds qualified teacher status.

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