

Heritage Day Nursery

Unit 3, 280 Oxlow Lane, Dagenham, Essex, RM10 8LP



Inspection date 7 February 2017
Previous inspection date 1 May 2013

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- At times, staff are not consistent in reminding children about their behaviour, including providing guidance and support to help them remember the rules. For example, children are not consistently reminded about the importance of walking indoors.
- The quality of teaching is variable. Staff do not effectively plan and provide activities to build on children's learning and to help them make the best possible progress.
- Children's thinking and problem-solving skills are not fully supported. For example, sometimes, staff do not use questioning effectively.
- Existing self-evaluation procedures are not sufficiently rigorous to accurately monitor all aspects of practice to help target precise areas to improve.

It has the following strengths

- Children are happy, settle quickly and are keen to seek out their friends. They learn to respect each other and explore the differences and similarities between themselves and others. For example, children listen to stories read by parents and play with resources that reflect different cultures and customs.
- Staff work closely with parents. Information is regularly shared, which helps to keep parents involved and informed about their children's achievements and progress.
- The manager meets with staff individually, and as a group in staff meetings. She ensures they all complete relevant training, such as safeguarding.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

| | Due Date |
|---|-----------------|
| ■ improve the consistency of guidance given to children to help them learn to manage their own behaviour, particularly when playing indoors | 03/03/2017 |
| ■ ensure staff provide and plan activities and experiences which consistently challenge and extend children's interests and learning to help them make good progress. | 03/03/2017 |

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

- give children more opportunities to think about and respond to questions to help them develop their thoughts and ideas
- make greater use of self-evaluation to identify weaknesses in practice to precisely target areas to improve and raise outcomes for children.

Inspection activities

- The inspector spoke to staff, parents and children.
- The inspector completed a joint observation with the manager and held discussions regarding children's play, learning and progress.
- The inspector observed children playing indoors and outdoors.
- The inspector held a meeting with the manager to discuss aspects of her leadership and how she supports staff.
- The inspector observed staff and children playing and interacting.

Inspector

Sue Mann

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff have relevant qualifications and keep up to date with the latest guidance. They know what to do should they have any concerns about children's safety or welfare. Staff complete regular risk assessments to help identify and minimise all possible hazards. The provider has put up additional gates to help keep children safe when playing outside. Safeguarding is effective. Overall, children's progress is suitably monitored to help staff identify and address gaps in their learning. The manager does not make the best use of self-evaluation to precisely identify and address all weaknesses. She monitors staff practice and provides some guidance to help staff improve. However, this is not fully effective to raise the quality of teaching further.

Quality of teaching, learning and assessment requires improvement

Staff provide a suitable range of activities and resources, which children freely access. However, staff do not make the most of every opportunity to consistently build on and extend children's learning. Children share their ideas and thoughts with staff. However, at times, children do not have enough time to think about and respond to staff's questions or answer questions that only require a one-word answer. Children explore trays of flour with their hands and create 'soup' in the role-play area, cutting up real fruits and vegetables. Children are prepared well for their move to school. For example, partnerships with local schools provide children with opportunities to meet their teachers and visit schools prior to starting.

Personal development, behaviour and welfare require improvement

Children are polite, share and take turns. They engage in imaginative role-play games, although during these times, they sometimes forget the rules and run indoors. Staff do not provide consistent reminders to walk, to help keep children safe. Children are keen to play outside and enjoy being in the fresh air. For example, staff help children to learn to ride bicycles unaided around the 'road' marked out on the play surface. They enthusiastically praise children for their achievements, which helps to raise their confidence and self-esteem. Staff encourage children to be as independent as their age allows. For example, children visit the suitable toilet facilities and freely wash their hands.

Outcomes for children require improvement

All children, including those who are learning English as an additional language, make steady progress. However, at times, children are not fully interested or engaged in their learning and the activities provided. Children develop some skills that help to prepare them for the next stage in their learning. They help staff to tidy up and they know where to sit ready for daily group activities. Older children enjoy listening to stories and eagerly join in and complete well-known phrases and sentences from their favourite books.

Setting details

| | |
|--|---|
| Unique reference number | EY377560 |
| Local authority | Barking & Dagenham |
| Inspection number | 1062198 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 26 |
| Number of children on roll | 30 |
| Name of registered person | Muyibat Abeje Akubueze |
| Registered person unique reference number | RP514333 |
| Date of previous inspection | 1 May 2013 |
| Telephone number | 02089840673 |

Heritage Day Nursery registered in 2008 and is privately owned. It is based in Dagenham, in the London Borough of Barking and Dagenham. The nursery is open each weekday, from 7.15am to 6.30pm, all year round. There are nine members of staff. The provider, who is also the manager, has an early years degree, and another member of staff has early years professional status. The provider receives funding to provide free early years education for children aged two, three and four years.

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