

# Salisbury Day Care

495 High Street North, Manor Park, London, E12 6TH



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 21 March 2018  |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | 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

- Leaders and managers are committed to providing high-quality care and education for all children. Evaluation is thorough and considers the views of parents, staff and children to continually identify areas for development.
- Staff know the children well and effectively support their learning and development needs on an individual level. This helps all children, including those in receipt of funding and those who speak English as an additional language, to make good progress.
- Partnerships with parents are strong. Staff provide parents with regular updates to keep them informed about their children's good progress and development. Parents speak highly of the care their children receive.
- Staff are friendly and act as good role models. They provide children with clear boundaries to help them understand expectations. Children behave well.

### It is not yet outstanding because:

- Occasionally, staff do not organise group times as effectively as possible to fully maintain the engagement of the youngest and less-able children.
- On occasion, staff miss opportunities to help children learn how to do things by themselves.

## What the setting needs to do to improve further

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

- review the organisation of some group activities to promote all children's level of engagement to an outstanding level
- help children to further develop their already good levels of independence.

### Inspection activities

- The inspector observed children as they played and took part in daily routines.
- The inspector spoke with children, staff and the management team at appropriate times during the inspection.
- The inspector looked at the profiles of children, planning documentation, evidence of the suitability of staff working in the provision and a wide range of other documents, including policies and procedures.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Claire Nunn

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse and neglect. They know what to do should they have a concern about a child in their care. Systems for the safe recruitment of staff are robust. All staff evaluate their practice, for example, they regularly use reflection journals to evaluate what works well and plan for future developments. The management team tracks the progress of the children effectively. Staff are given opportunities to access professional development, such as extra training. For example, they have received training on developing children's communication and language skills. They have used their skills from this course to address an area for improvement. This has had a very positive impact on the quality of staff interactions with the children.

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

Staff make good use of their observations and assessments to plan a wide range of activities that reflect children's interests. For example, children enjoy a range of experiences related to their current interest in superheroes. Staff support children's communication and language very well. For instance, they talk to children and make good use of repetition to reinforce the correct pronunciation of words. Staff introduce letters and sounds effectively to support children's early reading skills. They use mathematical language effectively with children in their play. For example, children enthusiastically count the number of children in the group during morning registration. Staff support children's literacy skills well. Together, they enjoy looking at books in the cosy den areas.

### Personal development, behaviour and welfare are good

Children settle quickly and form warm relationships with staff, helping them to feel secure and confident to explore their environment. Staff encourage good routines to help children understand the importance of having good health. Children enjoy freshly cooked, nutritious meals. They have daily opportunities to be physically active and enjoy being outside. Staff are strong role models and offer children clear and consistent expectations to help manage their behaviour. Children are kind, sociable and are beginning to manage their own feelings and emotions successfully. They help each other as they play, for example, children work as a team to ride the tandem bicycles.

### Outcomes for children are good

Children enjoy well-planned activities that support their good progress in their learning. They count and recognise numbers. Children show an interest in stories and they are beginning to recognise that print has meaning. They are keen to play and explore with their friends. Children enjoy taking on a challenge and trying new things. They develop the skills they need for future learning, including going to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY492461                                |
| <b>Local authority</b>                           | Newham                                  |
| <b>Inspection number</b>                         | 1026323                                 |
| <b>Type of provision</b>                         | Full-time provision                     |
| <b>Day care type</b>                             | Childcare - Non-Domestic                |
| <b>Registers</b>                                 | Early Years Register                    |
| <b>Age range of children</b>                     | 1 - 4                                   |
| <b>Total number of places</b>                    | 26                                      |
| <b>Number of children on roll</b>                | 10                                      |
| <b>Name of registered person</b>                 | Salisbury Primary School Governing Body |
| <b>Registered person unique reference number</b> | RP534829                                |
| <b>Date of previous inspection</b>               | Not applicable                          |
| <b>Telephone number</b>                          | 0208 478 6059                           |

Salisbury Day Care registered in 2015. The nursery operates from Monday to Friday, from 7.30am to 6.30pm, all year round. The nursery receives funding for the provision of free early education for three- and four-year-old children. In total, five staff work at the nursery. Of these, four hold appropriate early years qualifications at level 3 or above.

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