

Children's Garden Early Years Centre



University of East London, Children's Garden, East Building, 4 University Way,
London, E16 2RD

Inspection date	10 May 2018
Previous inspection date	7 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is passionate about raising the quality of the service to increasingly higher levels. She is well supported by the provider and the deputy manager to review the provision and make plans for improvement. Self-evaluation is effective and includes the views of parents, staff and other early years professionals.
- Parents are encouraged to share information with staff about their child's learning and development. For example, they contribute to a display celebrating their children's 'wow' moments. Staff provide regular opportunities to involve parents in children's play and learning, such as 'stay-and-play' sessions and a Mother's Day celebration.
- Children have excellent opportunities to develop independence and become highly effective in meeting their personal needs. For instance, older children help prepare their snacks. They competently peel and cut fruit, pour drinks and spread butter on their crackers.
- Children develop excellent social skills and their behaviour is exemplary. Babies and toddlers play happily alongside each other and learn how to share resources. Older children are friendly and helpful. For instance, they show their friends how to use the computer and play cooperatively during imaginative role play.

It is not yet outstanding because:

- Staff in the pre-school room do not always recognise when to challenge and extend children's abilities, to help them learn as much as possible from activities and resources.

What the setting needs to do to improve further

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

- strengthen teaching to ensure that staff consistently challenge and extend older children's abilities, to help them make the best possible progress.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, to assess the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views.
- The inspector looked at a sample of documentation, including policies and procedures, details of staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The qualified staff benefit from the company's well-structured system for staff development, to improve further their professional practice. For example, the manager regularly observes staff and helps them to reflect on their practice. Staff receive ongoing training to ensure that they maintain an excellent understanding of welfare and child protection issues. They have used previous training to enhance their knowledge of nutrition and exercise for babies and young children. They also share this information with parents, to help promote children's good health outside of the setting. Safeguarding is effective. Staff have a thorough understanding of how to keep children safe. They know the signs that might indicate a child is at risk from harm and the procedures to follow to report any concerns.

Quality of teaching, learning and assessment is good

Parents are encouraged to contribute to staff's initial assessments of children's starting points, to help develop effective partnerships right from the start. They are kept well informed about their children's progress, for example, through daily verbal feedback and termly meetings with children's special key persons. Staff closely monitor children's development to identify and plan for their ongoing learning. Where children's progress is not as it should be, this is swiftly identified. Staff work effectively with parents and other professionals to help close any gaps in children's learning. Staff provide rich opportunities for children to learn outdoors. Children explore and experiment using a range of materials and resources, such as in the mud kitchen and highly stimulating water-play area.

Personal development, behaviour and welfare are outstanding

Staff support children's understanding and enjoyment of healthy lifestyles exceptionally well. Meals and snacks provided are healthy and include plenty of fruit and vegetable choices. Children show a developing awareness of their own health needs. For instance, toddlers are proud when they have eaten up all their vegetables and older children understand that sweet foods are bad for their teeth. Staff are kind, patient and caring, they speak to children respectfully, and develop close and caring relationships with them. Children demonstrate that they feel extremely confident and secure. They readily turn to staff for help and comfort, and make positive comments about them.

Outcomes for children are good

Children are happy and confident learners. They make good progress from their starting points and acquire a wide range of skills to support their ongoing development and in readiness for school. This includes children who speak English as an additional language, funded children and those who have special educational needs and/or disabilities. Children develop a wide range of physical skills. For example, during weekly gymnastic sessions, they learn to move their bodies in different ways. Babies take their first steps and toddlers begin to operate equipment with increasing control, such turning the tap on the water butt on and off. Older children show good pencil control as they draw pictures and learn to write their names.

Setting details

Unique reference number	EY341731
Local authority	Newham
Inspection number	1129647
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 - 5
Total number of places	45
Number of children on roll	51
Name of registered person	Newham Training And Education Centre
Registered person unique reference number	RP902290
Date of previous inspection	7 October 2015
Telephone number	0208 2232663

Children's Garden Early Years Centre registered in 2006. The setting operates from 8am to 6pm each weekday for 50 weeks each year. The provider receives funding for the provision of early years education to children aged two, three and four years. The setting employs nine permanent members of staff, all of whom hold relevant childcare qualifications. The manager, deputy manager and one other staff member are qualified at level 5, and all other staff hold qualifications at level 3.

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