

Abrahams Care Kids Club

Oasis Nursery School, Burke Street, LONDON E16 1ET



Inspection date	21 January 2019
Previous inspection date	1 June 2016

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

- Parents speak highly of the support and ongoing care that the manager and her team provide. The manager involves parents in celebrating one another's similarities and differences, to help promote a positive culture of acceptance. For instance, parents bring dishes from around the world to share at a summer barbeque. Staff teach children about Diwali, Remembrance Day and Black History Month. This helps children to celebrate people outside of their immediate experience.
- Staff provide a good variety of activities to promote children's development and talk to them about their learning. Staff engage children in digging in a woodchip pit in the garden, talk to them about collecting treasure and discuss buckets of treasure that are empty and full. This helps develop children's imaginative skills and mathematical knowledge successfully.
- Children thrive in the nurturing environment that staff provide. Children develop a strong sense of self-worth and have the confidence to try tasks for the first time. Babies clap themselves as they master balance and coordination while taking steps. Staff praise children's achievements and are extremely supportive and positive.
- Children have a positive attitude towards learning. Staff use shared garden time effectively to help create smooth transitions for babies to move into the older room. Older children work well during small-group activities. They listen and follow instructions well. Older children are well prepared for their move on to school.
- Systems for monitoring staff practice do not consistently ensure that all staff are thoroughly supported to extend their knowledge and skills to the highest level.
- Although staff provide healthy food and encourage handwashing before meals, they miss opportunities to help children understand why it is important to keep themselves healthy and adopt good hygiene practices.

What the setting needs to do to improve further

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

- establish more robust systems to monitor practice in order to support staff to extend their knowledge and skills to a higher level
- support children to understand the positive impact of keeping themselves healthy and developing good hygiene practices.

Inspection activities

- The inspector spoke with children, parents, the manager and staff at appropriate times during the inspection.
- The inspector and manager carried out a joint observation of a planned activity.
- The inspector observed activities, play and interactions between staff and children indoors and outdoors.
- The inspector looked at the range and suitability of resources available.
- The inspector sampled documents, including policies, training certificates, children's learning records and other relevant documentation.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

The manager ensures that a well-planned programme of professional development improves overall practice. For example, conferences and workshops around sensory spaces and learning environments have had a positive impact on children's learning experiences. Arrangements for safeguarding are effective. Staff know the possible signs that a child may be at risk of abuse and understand the procedures to follow to escalate concerns about a child's welfare. The manager involves children, parents and staff in evaluating the nursery. She works closely with the local authority to implement strategies and programmes that help her reflect on practice. She strives to continually make improvements to benefit all children. The manager works well with other settings and local schools that children also attend, to provide continuity of care and learning.

Quality of teaching, learning and assessment is good

Staff make effective use of observations of children to learn about their interests. They develop planning around activities that motivate children to learn and explore. For example, staff have built on children's interest in dinosaurs to create a space with leaves, logs, flour and paint for the dinosaurs to live in. Staff reshaped the activity to include a river as children asked to wash the dinosaurs. Staff provide a range of reading material for children to explore during their play. Older children looked at recipe books as they pretended to make cakes in the kitchen. This helps them to understand how to use their early literacy skills in everyday situations effectively. Staff promote language and early communication skills with babies well. For example, they engaged babies with a duck hand puppet as they sang 'five little ducks' with them.

Personal development, behaviour and welfare are good

Staff support children to develop an understanding of their local environment. Staff encourage children to pay cashiers when they visit local shops and to choose books when they visit the library. Staff make good use of impromptu opportunities to extend children's awareness of the world around them. For example, staff drew children's attention to low-flying aeroplanes and talked to them about the places these may be going to. Children enjoy the responsibility of assessing risk within the nursery and are eager to help tidy away and organise resources safely. Older children manage their own needs confidently. They serve themselves using ladles and bowls at lunchtime and they patiently take turns. Staff remind children about polite manners. Children are eager to share and are proud of themselves for saying 'please' and 'thank you'.

Outcomes for children are good

Babies make choices about what they play with and delight in mixing shredded paper with water to explore the new textures they create. Older children develop their skills in mark making and technology successfully. For example, during the inspection, they investigated the role-play office, making telephone calls, taking notes and using computer keyboards. All children make good progress in their development, to help with their next stage of learning.

Setting details

Unique reference number	EY387612
Local authority	Newham
Inspection number	10064944
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	63
Number of children on roll	38
Name of registered person	River Christian Centre
Registered person unique reference number	RP528709
Date of previous inspection	1 June 2016
Telephone number	02074761171

Abrahams Care Kids Club registered in 2008 and is located in the London Borough of Newham. The setting opens each weekday from 8am to 6.30pm for 51 weeks of the year. The after-school club operates during term time from 3pm to 6.30pm. The setting employs 16 members of staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

