

# Calvary Day Nursery

Calvary Day Nursery, Greatfields Hall, King Edwards Road, Barking IG11 7TR



<b>Inspection date</b>	25 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- The atmosphere in the nursery is welcoming and calm. Staff provide a wide range of stimulating activities that promote children's learning and development. Children's independence is actively encouraged and supported throughout the nursery.
- The manager has a strong drive to improve the quality of the nursery continually. There are good self-evaluation and performance management procedures in place to monitor and review practice to maintain good standards of care and education.
- Children are happy and content. They have strong bonds with staff and each other, and enjoy their time at nursery. They are well settled, secure and make good progress from their developmental starting points.
- Partnerships with parents are strong and there is a regular two-way flow of information. Parents are kept up to date with the progress their child is making and feel very much involved in this process.
- Some staff do not consistently provide the highest level of challenge in activities to extend children's good knowledge and thinking skills fully.
- Staff are not yet consistently tracking children's development precisely enough, for example by using the early learning goals within the early years foundation stage.

## What the setting needs to do to improve further

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

- support staff to recognise when to offer children more challenge and encouragement to extend their knowledge and thinking skills
- continue to implement effective strategies that help to improve the way staff link observations and assessments to the early learning goals so that children's development and progress are even more precisely tracked.

### Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors, and the interactions between the staff and children.
- The inspector held a leadership and management meeting with the provider, manager and deputy manager, and spoke to the staff and children at appropriate times during the inspection.
- The inspector undertook a joint observation of a planned activity with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the manager's self-evaluation and improvement plans, and risk assessments. She sampled documentation, including policies and procedures, planning, and children's learning and assessment records.

#### Inspector

Joanna Wilkinson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager effectively carries out the required checks on all staff to ensure that they are suitable to work with children. Staff have clear knowledge of how to promote children's safety and are knowledgeable about reporting any concerns they may have about a child's welfare. Staff carry out thorough safety risk assessments. Accidents are recorded and reported to parents. Staff have regular supervision meetings and appraisals with the manager, and are encouraged to attend training to extend their knowledge and skills. The manager recognises areas for improvement and is implementing a range of strategies to help improve practice. For example, she is supporting staff to complete assessments accurately. Parents speak highly of the nursery, commenting on the 'caring' staff and the sense of community throughout the nursery.

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

Overall, staff use observations of children's progress well to plan engaging next steps in their learning and development. The manager supports staff to complete a progress check for children aged between two and three years. Staff inform parents of the progress that children make and share activity ideas to enhance learning opportunities at home. Children are developing their early writing skills. For example, older children delight at learning to form letters within their own names and toddlers explain to the inspector that their drawings are pictures of their families. Staff in the baby room follow children's interests and provide resources to help develop their physical skills. For instance, children use walkers and negotiate space with confidence. Children are developing their imaginations, such as when they pretend to be hairdressers and when they make 'dinner' in the outdoor mud kitchen.

### Personal development, behaviour and welfare are good

The effective key-person system is firmly embedded throughout the nursery. Staff are nurturing towards children, offering them a great deal of affection and care. For example, when smaller babies become tired after lunch, they are offered cuddles and reassurance and enjoy snuggling with their key person. Children enjoy playing outside and are able to explore and be physically active. Children receive healthy and nutritious meals and are supported with their self-care skills, such as washing their hands. This complements their healthy lifestyles. Staff are good role models and provide a consistent and positive approach when managing children's behaviour. This helps children to learn about what is expected of them and feel secure.

### Outcomes for children are good

Children develop good communication skills and are learning to express themselves. For example, children who speak English as an additional language are given support with their language and communication development and learn new words quickly. Staff provide good opportunities for children to develop their sensory skills. For instance, children enjoy mixing paint and foam, and seeing the colour and textures change. Children are highly motivated and eager to join in. They make good progress and are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY539056
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10089464
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Calvary Greatfields Nursery Limited
<b>Registered person unique reference number</b>	RP539055
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02085949663

Calvary Day Nursery re-registered in 2016. The nursery is situated within Greatfields Hall in Barking, in the London Borough of Barking and Dagenham. The setting provides part-time and full-day care on Monday to Friday from 7.30am to 6pm, for 51 weeks of the year. The provider employs 10 staff, all of whom hold relevant early years qualifications between levels 2 and 6. The nursery receives funding to provide free early education for children aged two, three and four years.

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.

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