

Mokšliukas

Inspection report for early years provision

Unique reference number	EY408935
Inspection date	15/12/2010
Inspector	Amanda Allen

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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Mokslukas Nursery registered in 2010. It is operating on behalf of the Eckt-Lithuanian Christian Church based in South London. The nursery is situated in Canning Town, within the London borough of Newham. The nursery has the use of five rooms, associated areas and the use of enclosed outdoor garden areas.

The setting operates each weekday from 8:00am to 6:00pm throughout the year except for Christmas and bank holiday closures. The nursery provides care for all families within and the local borough and neighbouring boroughs. The reception entrance area is also shared by other users attending groups operating on the first floor, these groups are not associated to this registration/provision.

A maximum of 47 children may attend at any one time on both a part-time or full-time basis. The setting is registered on the Early Years Register. There are currently 30 children on roll in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally happy and settled at the nursery and benefit from a warm, and welcoming environment. Children are making satisfactory progress towards the early learning goals and their welfare is promoted satisfactorily. Systems to observe and assess children's progress towards the early learning goals are suitable. Through discussion the manager is able to assess the setting's strengths and weaknesses and has a positive attitude to improvement, although the system for self-evaluation is still in its infancy. All documentation for the safe and efficient management of the setting is in place. The nursery has a good partnership with parents, although links with partners and other agencies are yet to be established.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- carry out regular fire drills and record the details in a log book and include any problems encountered and how they were resolved
- develop the self evaluation process and use this to help identify ways to improve outcomes for children
- organise deployment of staff so that all children's needs are met throughout the whole day
- build links with different settings to ensure a coherence of learning and development for all children in the Early Years Foundation Stage
- broaden the opportunities available to children to promote learning of the wider world

The effectiveness of leadership and management of the early years provision

There are sound safeguarding procedures that promote children's welfare which staff know and follow if they have any concerns about a child in their care. The security of the premises is suitable and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out in all areas. Children are cared for by a suitably qualified staff team who have been appropriately vetted. They work well together, although their deployment is not always organised well enough to meet the needs of all children throughout the day; in particular regard to sleeping children.

Children's health and welfare is supported as the staff complete established consistent hygiene and safety procedures. Children are able to access water independently from a water station which is clean and maintained well. Required records, policies and procedures are in place and are carefully maintained. An emergency fire evacuation procedure is in place, however, emergency fire drills are not currently practiced and therefore staff and children are unsure of the procedure to follow. Consequently, children safety is compromised.

The manager and staff have good relationships with parents and share information daily which supports the consistency of care and interests of children. Staff understand children's home circumstances well and are flexible in providing children with appropriate support. Information is exchanged with parents verbally on a daily basis and parents express their satisfaction with the care provided for their children. The manager ensures relevant documentation is displayed for parents to see, for example, policies and procedures, the certificate of registration, public liability insurance and staff certificates including first aid. A high proportion of the documentation is written in both Lithuanian and English. Parental consent is in place for staff to administer medication, for the taking of photographs and obtain written permission from parents for seeking emergency medical advice or treatment.

The manager has regular contact with her local authority development worker. However, has not established firm links with other partnerships. The manager is keen to build further links with other agencies within the community and understands the importance of sharing information to maintain the continuity of care. Systems for self-evaluation are in their infancy but have made a start by seeking parental views gathered through questionnaires. The manager is aware of developing her self evaluation process to include the needs of all it?s users.

The quality and standards of the early years provision and outcomes for children

Children are offered an adequate range of activities and resources. Staff supervise the children well and are caring and generally attentive to their welfare needs. The

setting is well organised and welcoming and children feel included. The organisation of the day sometimes means that individual children's needs are not always met. For example, children follow a daily routine which does not always take into account their decision making. For example, all children change for sleep times and staff are not always deployed well to allow children a choice, if they do not wish to sleep. There are systems in place for observation, assessment and planning. There are next steps and they allow children to adequately progress in the Early years foundation stage.

Children's health is promoted through a balanced and healthy, home cooked menu and through a developing understanding of the need to live a healthy lifestyle. Food is cooked and served on the premises and children sit together sociably with staff to enjoy their meals. Children benefit from regular opportunities to utilise their physical skills in the well presented outdoor area. For example, they show increasing levels of confidence when they practice balancing and climbing on the play equipment, throwing and catching a ball and when role playing in the coffee shop, play house. Staff ensure the outdoor areas accessed by the children are safe through daily checks and talk to the children about this so that they understand why the checks are made. Children begin to learn about keeping themselves safe when they are reminded to walk through the setting rather than run, to respect their environment and to tidy away their toys if no other child wants to play. Children have built warm relationships with their peers and with staff and engage in the activities available to them. A key person system is in place and staff assist children in settling into new rooms as they move through the setting. Children play imaginatively and are provided with experiences and support to help them develop a positive sense of themselves. They are interested and motivated to learn as they explore the resources and learn new skills. For example, children enjoy cutting shapes from pieces of paper with scissors. Staff organise the preschool toys and resources satisfactorily for the children, promoting opportunities for them to make their own choices and access toys which are stored at a low level and appropriate to their stage of development. Mark making areas are available, and they use a variety of different textures, such as paints, dough's and different sized pencils and pens. Children enjoy sitting together in the book area to look at books and share these with their friends. They join in with Lithuanian story telling and show confidence when they stand in front of the group to take part in action rhymes and counting songs such as, 'three little monkeys'. There is a suitable balance of outdoor and indoor activities.

Children benefit as the staff know their individual care needs and routines well. Children feel safe as the staff give cuddles and younger children are held comfortably by a familiar member of staff as they are fed, clearly enjoying the contact they receive. The setting has mainly children from Lithuania, and the staff speak their home language and do teach them English as a second language. As a result, the setting do not really focus on a wider diverse curriculum that promotes children's awareness of the wider world. Children are very polite, which is encouraged as staff praise them and act as good role models. Secure relationships are established between the children and the adults who work with them. Staff are consistent with their expectations, which supports children in understanding right from wrong.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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