

# Plaistow Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY404886  
**Inspection date** 21/01/2011  
**Inspector** Sarer Tarling

**Setting address** Plaistow Primary School, Junction Road, LONDON, E13  
9DQ  
**Telephone number** 01621827850  
**Email** [ros.jones@4children.org.uk](mailto:ros.jones@4children.org.uk)  
**Type of setting** Childcare on non-domestic premises

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Plaistow Day Nursery registered in 2010 and is run by 4Children, a national charity. It is situated within Plaistow Children's Centre, set within Plaistow Primary school, within the London Borough of Newham. It consists of three group rooms; baby, toddler and pre-school, each having their own bathroom facilities and the baby room has a separate milk kitchen. Each room has access to an enclosed outdoor area and, during school holiday periods, has the use of the school playground. Main meals are provided by the school although the nursery also has its own kitchen where light meals and snacks are prepared. The nursery shares some facilities with the children's centre and school such as the office and staff room.

The nursery is registered on the Early Years Register and operates Monday to Friday, 8.00 am to 6.00pm, throughout the year, except for Christmas holiday closures. A maximum of 44 children may attend at any one time and of those, only 12 may be under two years. There are currently 58 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. The nursery follows the Reggio Emilia approach to children's learning and supports children with special educational needs, disabilities and a high number of children who speak English as an additional language. The nursery employs a manager with an Early Years Professional Status and a Professional Graduate Certificate in Education Management. There are ten members of staff, most of whom hold early years qualifications to a level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Caring and positive relationships develop within the safe and generally well organised environment. Each child's individuality and background is recognised and nurtured by the diverse staff team, who have an understanding of each child's specific needs and abilities. Monitoring systems track children's progress and staff work with parents to plan next steps in children's learning, ensuring steady progress in relation to their starting points, towards the early learning goals. However, minor improvements can still be made in this area. Management have an accurate understanding of the strengths and weaknesses of the provision and action plans clearly identify what needs doing to bring about further improvements which will have a positive impact on outcomes for children. This demonstrates that the provider has the capacity for continuous improvement.

## What steps need to be taken to improve provision further?

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

- strengthen systems to ensure all staff consistency link observations of

children to the different areas of learning and clearly show how planned activities support children's specific needs

- improve opportunities for children to access a wider range of equipment to help develop their imagination through make believe play and ensure these areas are well presented and inviting
- provide increased opportunities for children to develop skills relating to information and communication technology.
- improve opportunities for all children to access resources independently. For example, by ensuring all play equipment is unpacked, tidy and storage boxes are labelled with print and pictures

## **The effectiveness of leadership and management of the early years provision**

The management team at 4Children Ltd have implemented recent changes in the day-to-day management of the nursery. The new manager shares the vision and commitment the organisation has to children and their families. This has led to clear targets being set to support significant improvement in promoting good outcomes for children. Staff recruitment, vetting and induction procedures are rigorous and robust which ensure new staff are of a high calibre. The diverse staff team reflects the backgrounds of the children and this positively impacts on the experiences children receive to promote their self identities. A record of staffs Criminal Records Bureau (CRB) disclosures is maintained and available for inspection. Although staff recruitment is carried out from head office the manager is involved in the process and her views are taken into account. Staff are required to complete and pass child protection training as part of their induction which ensures they are secure in their role, responsibility and knowledge of safeguarding matters. Designated individuals work well with relevant agencies to protect children. A visitor's book is maintained and a security entrance system prevents unknown individuals from entering the nursery. Staff conduct daily risk assessments of the indoor and outside area to ensure children are not exposed to hazards. Risk assessments also include preparation required for additional events, such as outings. A record of the risk assessment is maintained, identifying any hazards and the action taken to minimise them. Contingency plans are in place in the event of severe weather conditions, heating failure, building damage and staff shortage. Staff are vigilant when monitoring sleeping babies and children are learning how to keep themselves safe in emergency situations as they all regularly take part in practicing the evacuation procedure.

Systems, which involve staff, children and parents, are in place to effectively monitor and evaluate the provision and identify priorities for improvement. All staff have regular appraisals to help identify their strengths and areas for improvement. They are actively encouraged to attend training courses and workshops to further their knowledge and expertise and to enhance the care children receive. All staff are given a specific coordinator role based on their strengths. During meetings staff discuss what is working well and not so well and come to solutions as a team to help improve overall quality. The nursery closes for three days each year for staff training which helps to develop a shared vision. Parental feedback is sought through discussion and questionnaires. A display board for their suggestions and

ideas show all views are valued. Children feel empowered as staff involve them by asking what they like and don't like and how they enjoyed activities. The nursery has monthly quality assessment visits and quarterly evaluation reviews from advisors and managers from 4Children Ltd. The manager uses these visits, along with the Ofsted self-evaluation form to formulate action plans to drive improvement. The commitment and enthusiasm of management show the nursery has a good capacity to improve in the future.

All required documentation is in place for the effective running of the nursery including clear policies and procedures which are understood and implemented effectively by all staff and shared with parents. A system is in place to provide information for parents in a number of different languages. Staff demonstrate an excellent understanding of the benefits of working closely with parents; they strive to provide opportunities for parents to become involved in their child's learning. For example, the skills of the staff team who speak a range of community languages help families to feel welcome and included as they are invited into the nursery to read books and share songs with the children in their home language.

Good settling-in procedures, that are based around individual needs, help to support children in the transition between home and the nursery. Parents are well-informed about their child's progress and achievements and they have regular opportunities to share what they know about their child. For example, ideas and experiences are shared between home and nursery using the 'To and Fro' books. The nursery strives to work in partnership with parents and as a result they speak highly of the nursery commenting on the warm welcome and willingness of staff to listen to their views. Parents feel staff are doing an excellent job, and in particular praise the new manager. The nursery is generally well-organised and staff are effectively deployed so children are safe and supervised at all times. There is a satisfactory range of resources available to meet the needs of children attending with many more on order. However, although low-level storage systems are available, play equipment is not always tidy or well organised and most storage has yet to be labelled with print or pictures, therefore making it more difficult for all children to independently access their choice of play resources. Staff are sensitive to gender issues making sure girls and boys have equal access to space and equipment. Staff see their own and children's differences in background and culture as an asset, having a positive impact as they learn about diverse lifestyles from one another. Children are developing a sense of community as the nursery takes part in joint ventures with the school and children's centre learning more about different cultural activities during Black History Month. The nursery is aware that they need to develop links with providers should they care for any children that attend more than one setting.

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

Staff have a growing understanding of the Early Years Foundation Stage and how young children learn through first hand experiences. They are well deployed to support the individual needs of children through the activities which encourage

their learning and development. Staff gather information from parents about children's initial starting points, likes and dislikes. They record incidental observations of the children throughout the day and regularly complete more detailed, focused based, observations. This information is used to inform planning for the next steps in children's learning and to complete a 'Learning Journey' profile for each child. Planning systems show clearly how activities are linked to children's interests and identify a balance across all areas of learning. However, some staff do not consistently link their observations to the areas of learning or use the system to record information about activities to support specific needs. Therefore planning does not always show how it is matched to the full range of all children's needs. Parents are kept well informed about their children's achievement, well-being and development.

Management are in the process of appointing more permanent staff so they help children feel safe and secure by employing long term cover. Children have beneficial links with a key person which gives them a sense of security. Their emotional well-being is nurtured as the settling-in process is individual to each child so that they can separate happily from their parents. Routines for babies take account of their individual feeding and sleep patterns. Staff are very attentive, patting or softly rocking babies off to sleep, providing comfort and reassurance which helps them to feel safe and secure. Babies who are mobile eagerly explore their immediate environment with growing curiosity as they excitedly investigate tactile activities such as dough and the cornflour and glitter mixture. Staff recognise the importance of natural play and are busy adding resources to the rooms treasure basket. All activities are accessible with babies able to crawl in and out of the sand tray, make marks using chalk and crayons on paper stuck to the floor and to splash in the water play. Babies have daily opportunities to handle and share books and particularly enjoy it when staff sing rhymes and songs such as incy wincy spider. They practice stacking cups and learn how the simple interactive toys work.

Children are well behaved; they respond positively to praise and encouragement and have a strong sense of independence, such as serving themselves at meal times, putting their own coats on and taking care of their personal needs in the bathroom. Staff encourage the children to help put toys away by singing a tidy up song. They discuss road safety issues and use a sponge painting activity to help children learn about traffic lights and when it is safe to cross the road, practising the skills on walks to the local market and library. Children's knowledge and understanding of the world is promoted as they talk about the weather and changing seasons. During winter weather children had tremendous fun playing in the snow, discovering how soft and cold it is and that their boots left footprints behind. Children play with small figures in the dolls house, set up as a hospital operating theatre, and look up parts of the body in a book. During water play children use tubes and funnels to make water move and younger children enjoy bathing the dolls. All children freely produce drawings and develop their creativity through a variety of art and craft activities such as; mixing their own colours at the paint easel, making balloon masks and building models using recycled boxes and tubes. Some of these are displayed for others to admire and enjoy, giving children a sense of pride, achievement and ownership of the nursery. Although the regular provision of role play allows children to interpret their own ideas and be creative,

these areas are generally uninviting with limited props and resources to develop children's imagination and extend play further.

Children are becoming confident communicators as staff listen carefully, showing a genuine interest in what children have to say. Speech and language skills are closely monitored through the ECAT (every child a talker) scheme. Staff use props such as story sacks and finger puppets and the children enjoy wearing masks to join in with familiar stories. Older children are learning to recognise and write the letters in their names and to begin to put sounds to letters and to learn that words carry meaning. Children are beginning to count with confidence and identify numbers. They are developing skills for the future as they are beginning to solve problems when they fit puzzles together and to design and build with different types of bricks. Children are generally given good opportunities to develop skills for the future. However, there are some gaps in resources and planning for children to obtain skills in information and communication technology.

Children are developing an understanding of healthy lifestyles. Individual dietary needs and religious backgrounds are taken into consideration when planning what children eat. The school provides the nursery with nutritious main meals and the menu is varied and includes dishes such as; jerk chicken, rice and peas, lamb biryani, roast vegetable wrap, Singapore noodles, jacket potatoes and salad. All staff attend basic food hygiene training and prepare the breakfasts, snacks and a light tea for the children. Good hygiene routines are followed as tables are washed down and cloths and mats mark the occasion. Slow eaters are not rushed. Babies and toddlers develop coordination as they begin to feed themselves and because staff sit with the children mealtimes are a social occasion where they are beginning to competently use cutlery. Children benefit from plenty of fresh air and exercise outside all year round. Children practise various skills, such as riding bikes, throwing and catching balls, playing with hoops, running under the parachute and building with large construction. Staff play hopscotch games with children and displays on the wall encourage children to measure who is taller and to sing number songs such as ten green bottles. The nursery has drawn up action plans to further develop the outside area by introducing more climbing equipment, further natural resources and a more permanent digging and planting area. Children are not forced to sleep but are given opportunities to rest comfortably if they wish. Effective systems are in place should staff be required to administer medication and several members of staff hold first aid qualifications which ensures children receive prompt and appropriate attention should an accident occur.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

### Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

