

# Edith Kerrison Nursery School and Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY422990
<b>Inspection date</b>	25/01/2012
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<b>Type of setting</b>	Childcare - Non-Domestic

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Edith Kerrison Nursery School and Children's Centre registered in 2011. It is located in the Custom House area of the London Borough of Newham. Children have the use of several rooms in both the nursery school and children's centre. They share access to secure outdoor play areas. The provision operates between the hours of 8.30am and 11.30am, Monday to Friday, for 38 weeks of the year.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children in the early years age group may attend at any one time. Currently there are seven children, all of whom are aged two years, on roll. The deputy head teacher of the nursery school oversees the running of the provision and two members of staff are assigned to the care of the two-year-olds. Staff have an appropriate range of qualifications. The provision supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision offers a welcoming and safe learning environment for two-year-olds. Children are well supported by staff as they acquire and practise new skills. Most activities and resources suit their individual needs well. Staff promote children's welfare effectively and focus particularly on encouraging children to adopt healthy lifestyles. Working partnerships with the children's centre and with parents are excellent. The provision maintains a good capacity to improve through the commitment of all staff to the successful integration of two-year-olds within the existing nursery provision.

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

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

- review the organisation and provision of some play activities in order to offer a more enabling environment that is suited to the developmental needs of all two-year-olds.

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

Staff make good use of the comprehensive policies and procedures already in place in the nursery school to promote safeguarding. All staff regularly update their

training in safeguarding. They know exactly what to do if they have any concerns relating to child protection. The areas used by the children in the centre are risk assessed to ensure that any potential risks are minimised appropriately. Staff also risk assess the different outings that children take part in and are vigilant regarding the supervision of children. All records relating to children's health and safety are well maintained.

Staff work extremely well with professionals in the children's centre. They make excellent use of opportunities for discussion so that children's individual needs are catered for successfully. This is particularly beneficial for children who have special educational needs and/or disabilities. They receive much individual attention, which helps them progress towards the early learning goals. Similarly, staff liaise closely with parents in order to meet children's differing care needs. Staff are extremely sensitive in their dealings with parents, encouraging them to feel included and involved in their children's learning. Parents can view their children's observation and assessment records at any time. They thoroughly enjoy looking through collections of annotated photographs, which offer an excellent visual record of their children's learning. At parent consultations, staff provide extremely useful summary reports for parents. These enable parents to recognise their children's achievements and to work in partnership with staff as their children move on in their learning.

Staff arrange a good selection of resources indoors and outdoors so that children have access to a variety of activities and are encouraged to make choices. Staff are deployed effectively. They are flexible in their approach as they help children to follow up their own interests or encourage them to try new activities. Children especially enjoy hands-on activities, such as exploring sand and noodles. Staff organise a number of adult-led activities, which focus and reinforce children's learning. For example, children have the opportunity to try cutting up vegetables or to join in ring games. Children benefit from staff's thoughtful interaction, which allows them to learn through their own exploration and discovery but enables them to be challenged from time to time by staff. In this way, children feel valued as individuals. They are encouraged to respect others and develop an open attitude towards learning. However, not all adult-led activities are carefully organised so that all children benefit fully from the planned learning experience.

Staff work well as a team and took great care to research ideas before setting up the two-year-old provision. They also went to visit other settings and attend relevant training. Staff continually reflect on their childcare practice and experiment with new ideas as they work towards improving the outcomes for all children. They discuss their progress at regular meetings and their noted evaluations are taken into account as part of the whole nursery school evaluation. The resulting school development plan therefore includes relevant targets for the future that include the needs of the two-year-olds. This means that all staff can work together on whole setting development priorities to raise the achievement of all children, for example, following the Every Child a Talker project. At present the head teacher is working towards integrating two-year-olds into the nursery school to enable them to benefit from older role models and to access a wider range of learning experiences.

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

Staff communicate clearly with children, helping them to reflect on their own needs and empowering them to make choices. Children develop independence as they learn to make their own decisions. They are encouraged to build relationships with others and are reminded of the rules whenever necessary. For instance, children are asked to share and take turns as they use the resources and equipment. Children enjoy the freedom to move around choosing activities and often pursue their own interests, at times becoming absorbed in their exploration. Children's play is enhanced by staff who join in and engage children in quiet conversation. Staff use talk effectively to encourage children to think and respond, thereby extending their learning experience as they investigate further. However, children are not always able to access a wide range of hands-on experiences, which are suited to their particular developmental needs.

Staff use a comprehensive system of observational assessment to support them in planning around the learning needs and interests of individual children. They observe children closely across all learning areas. Staff analyse their observations to work out children's next steps of learning and set achievable targets for each child. This system is well established in the nursery school and enables staff to monitor individual children's progress closely. Staff plan a variety of activities that overall offer a range of learning experiences for children. They use resources in different ways in order to maintain children's interest. They also respond to children's requests for different resources. Activities include trips to local facilities, such as the park, where children enjoy listening walks. In one-to-one situations staff enthuse children as they play with them, for example, making music or constructing models. As a result, children enjoy their play and are well supported in gaining skills for the future. They create pictures, explore mark making and investigate numbers.

Children feel safe and secure in the provision. They gain confidence in approaching staff and making their requests, for example, to go outdoors. Children are encouraged to be aware of their own personal safety and learn to behave in a way that keeps others safe too. They have much fun playing outdoors and engage in different activities, which help them to develop very good physical skills. They learn to negotiate space extremely well as they travel around the playground. They develop control and coordination as they dig in the large sandpit or balance and climb. Children benefit greatly from the daily opportunities to play outdoors in the fresh air and to use the extensive nursery school garden. They are aware of making healthy choices through the excellent provision of healthy and nutritious snacks. Children have an increasing awareness of diversity in a wider world. Staff organise activities around special events, such as creating and tasting Chinese meals during New Year celebrations.

## 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	2
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### 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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

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