

Elm Lane Day Nursery

Inspection report for early years provision

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Inspector Marilyn Peacock

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Type of setting 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

Elm Lane Day Nursery opened in 2007 and operates from two large shop units that form part of a small shopping parade. The nursery is situated in a residential area in Dagenham in the London Borough of Barking and Dagenham. There is an enclosed garden for outside play. The nursery serves the local community and is open each weekday between 7am to 6pm all year round. A maximum of 35 children may attend the nursery at any one time.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children aged from birth to five years on roll, some in part-time places. There are 12 members of staff, all of whom hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development in this happy, caring environment. Parents are kept well informed about children's progress, organisational issues, events and topics. Each child is valued and respected for who they are which effectively promotes an inclusive environment. Everyday routines mostly meet the needs of all children. Effective systems for monitoring and evaluating the provision enable the manager and staff to identify areas for improvement and take steps for continuous improvement.

What steps need to be taken to improve provision further?

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

- review mealtimes in the baby room to ensure that all children's individual needs are met.

The effectiveness of leadership and management of the early years provision

Children are suitably protected as all staff have a secure understanding of safeguarding procedures and know what to do if they have concerns. Recruitment and induction is good and helps to ensure that staff are fully aware of their roles and responsibilities. Regular appraisals, room observations and one to one meetings assess the ongoing suitability of staff. There are regular opportunities for staff to update their knowledge of current childcare practice by attending in service training. This helps staff build confidence in what they are doing and the way they

do it. Risk assessment is undertaken each day to help ensure the play environment is safe and secure and children are closely supervised at all times. Accidents and incidents are well recorded, effectively promoting children's welfare. Most staff have a recognised first aid qualification therefore they are able to act in the best interests of children should they have an accident or become unwell while in the nursery's care.

The setting is well organised with all the required documentation in place and carefully maintained. Resources are plentiful and children have lots of self-selection of toys and equipment. Clear labelling, along with photographs of the contents, helps them make informed choices and recognise that words convey meaning. Staff create a positive and cheerful environment in which children are included and involved. Routines and procedures work well, with the exception of meal times in the cubs room which is hectic and somewhat disorganised. Children learn about different cultures and traditions in the wider community through stories, role play and creative activities. Children that may need additional support and guidance are supported by the nursery's special needs coordinator who works closely with the local authority. Children and staff are learning Makaton signs to help promote an even more inclusive environment. Books and posters are displayed in the languages used by the children and families that attend along with various community languages. Staff learn key words in children's first language if it is not English and parents help with translation so that everyone is included. All children know they are valued. Lots of attractive displays all around the nursery and in the foyer show the children at play. Displays of children's art work adorn the play areas many containing examples of children's writing and descriptions of their learning. The covered outside play area provides good opportunities for children to take part in an exciting range of physical activities. They are able to continue their learning outside and explore and investigate whatever the weather.

Staff are establishing effective working partnerships with parents, who are provided with lots of information relating to the care of their child. Parents' views and involvement are valued and actively sought. For example, they complete 'all about me' forms on admission regarding their child, attend open day sessions and complete questionnaires. They are kept up to date through daily communication with staff, attractive displays of activities their children have enjoyed and one to one meetings where they comment on and review their child's learning portfolios. Good relationships are developing between local schools and other early years providers to promote continuity of care for children. The management team are enthusiastic and very keen to make the nursery the best they can. Self-evaluation is good providing a realistic picture of the provision provided and setting realistic targets to bring about continuous improvement. Reflective practice is an integral part of the everyday practices of staff and management.

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

Children are welcomed into the friendly, warm environment where they show that they feel safe and secure. Staff complete regular observations of children's progress and introduce a good balance of adult and child-initiated activities to promote all aspects of their learning. Children have caring, happy relationships with all staff. They are contented and active learners as they take part in a broad range of activities. A good range of resources encourages children to try activities and keeps them well occupied. Their individual interests are known to staff, who plan activities around these interests to capture children's imagination and motivate them to learn. Babies and toddlers have resources at their level with mirrors and comfy cushions to make the environment more homely. Staff provide lots of praise and encouragement as children play but also give clear explanations on why we cannot do some things. Consequently, children understand what is expected of them, are well behaved and understand the boundaries in the nursery. Children learn about the needs and feelings of others through sharing, taking turns, kind play and helping.

Snack time is a social time where staff and children sit together. Healthy eating is encouraged. All main meals are provided by an outside contractor and menus are displayed well in advance for parents to make comment on. A snack table is available throughout the day; therefore, children can help themselves to drinks and snacks of fresh fruit when they feel hungry. Older children serve themselves at lunch time and all children eat well having seconds of their favourite foods. Younger children's main meals are provided by their parents to ensure that their meals meet their changing dietary needs. Children's understanding of health and exercise is developing they use the large physical equipment skilfully. When children are able they are encouraged to start blowing their own noses. A mirror at their height along with a box of tissues and gel hand wash is available in the playroom and staff remind children to check their mouths and noses when required reminding them to place the tissue in the bin provided.

Good staff ratio means there are always adults close to children as they play, providing encouragement, praise and the occasional sympathetic hug. Children of all ages demonstrate a good sense of well-being. Infants are forming warm attachments to key staff who support them closely to help them feel settled and secure. Staff are attentive to their needs; they recognise when the babies are tired and need to rest. They settle them in their cots and watch over them until they are asleep following parental guidance on the position they like to sleep in. Older children move confidently around their play rooms choosing activities, seeking out friends and joining in adult-led activities. Staff are skilled at open ended questioning and plan effectively to suit children's individual needs. Children are becoming skilled at using the nursery's computer. They confidently turn on the programme they wish to use and use the mouse to negotiate the pages. They help staff build tall towers with wooden bricks and then measure themselves up against their achievements. The theme of shops is used successfully by the staff to introduce children on how to use money and simple addition and subtraction operations. Photographs of the local shops encourage children to talk about the

local community and features they are familiar with. Children sit in the book corner with the staff talking about events they have shared and retelling familiar stories. Following a favourite story the children help the staff to build bridges using old tyres and mats in the outside play area. The youngest children that attend practise using paint brushes of different sizes. They discover different textures using sand and shaving foam and giggle as they lay in the play tent. Babies watch their friends that can already walk in the garden in the arms of their key person or from the bouncing cradles.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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Annex B: the Childcare Register

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

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