

Laindon Neighbourhood Nursery

The James Hornby High School, Leinster Road, Laindon, BASILDON, Essex, SS15 5NX

Inspection date	22/07/2013
Previous inspection date	18/10/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A warm, caring environment provided by staff and a strong key person and buddy system helps children form secure attachments and promotes their well-being.
- Staff have high expectations for the children in their care and are skilled at providing activities that support each individual child's needs. As a result, children are effectively challenged and make good progress towards the early learning goals.
- Meaningful information gathered from parents on registration is used well to help children settle. Parents are kept very well informed about their children's progress and, as a result, they are actively involved in their children's learning both at home and in the nursery.
- There is a strong partnership with other professionals involved in children's care and learning. As a result, children with special educational needs and/or disabilities are well supported.

It is not yet outstanding because

- The outdoor play area is not always used to its fullest extent and children do not always have enough opportunity to explore nature and extend their rapidly developing understanding of the world.
- There are, sometimes, few opportunities for children to engage in role play and den making in the outdoor play area, in order to promote their very good imaginations.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the pre-school room, baby room and garden areas.
- The inspector spoke with the managers, staff and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies, risk assessment, children's development records and all relevant documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

Laindon Neighbourhood Nursery registered in 2004 on the Early Years Register. It operates from a purpose-built single storey building and there are two enclosed areas available for outdoor play. The nursery serves the local area and is accessible to all children, including wheelchair users.

The nursery employs 11 members of staff, including the manager. Of these, nine hold appropriate early years qualifications. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide even more materials and spaces for children to help develop their imagination further through role-play opportunities and den making in the outdoor play area

- enhance children's understanding of the world by providing more opportunities for them to explore nature in the outdoor play area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of how children learn through play and the quality of teaching is good. They have high expectations for the children in their care and are skilled at providing activities that effectively support their achievements and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and fun. Children's progress is closely monitored through successful observation and assessment systems. Information gained from these is used by staff to identify the next steps in children's learning. Children's next steps are displayed for the staff to ensure they are incorporated into planning and that, generally, appropriate resources are provided to support them. As a result, children are motivated and eager to learn and any gaps in their learning are quickly identified.

Staff obtain detailed information from parents about children's starting points on entry to the nursery. They consistently work alongside parents so that children's ongoing needs are fully understood. Parents are actively involved in their children's learning and are encouraged to participate in identifying areas for their future development. Parents receive regular information about their children's progress and are invited to contribute photographic evidence of continuous learning that takes place at home. This evidence is included in the children's learning journals to complement staff assessments. Staff and parents share the 'progress check at age two', which also feeds into individual children's planning. As a result, all children, including those with English as an additional language and those with special educational needs and/or disabilities, make good progress in their learning and development. A generally wide variety of resources support children's learning in all parts of the nursery. Writing boards and pens hang in each area for children to practise their pre-writing skills. Staff help children use simple sign language to support their developing speech. Communication tools, including visual timetables and the use of picture cards and photographs, help children to understand daily routines.

Children benefit from regular opportunities for physical exercise outside as they play on the apparatus in the garden. Staff understand the importance of outdoor learning as they extend the indoor learning environment into the garden. Children eagerly participate in a range of learning experiences that support their curiosity and imagination. For example, children fill pans with soil, sand and leaves and say they are making 'mince pies'. Staff extend children's learning by asking questions about the recipe. Children are keen to respond that they 'need stones to make it yummy'. There is mostly a wide variety of stimulating play equipment indoors and outdoors. However, children are not always provided with enough resources to engage in role play or den making in the outdoor play area. Also, opportunities to enhance children's understanding of nature are sometimes not as frequent as possible. This means their understanding of the world and imaginative play are not always as well supported as in other areas. Children enjoy choosing songs and rhymes supported by a toy selected from the 'song sack'. They find a fish and choose the 'fish alive' rhyme which promotes their counting skills. Children's communication and language are promoted effectively as staff engage them in conversation and ask open-ended questions to encourage their thinking skills. Staff support discussions about school lunches and talk about the different colours and shapes of lunch boxes, promoting mathematical awareness. Children enjoy stirring and transferring jelly, set with glitter, into pans representing food for school dinners. Staff use this activity to help children understand about the routines of school to support their personal, social and emotional development and prepare them for their transition to school in the autumn.

The contribution of the early years provision to the well-being of children

Children form secure attachments with their key persons and other staff. A good buddy system ensures continuity of care for children if their key person is absent. Information is gathered from parents about children's individual needs to ensure these are met. Babies feel safe and secure as they cuddle up on a lap for a story. Staff caring for babies are sensitive and attentive to their individual needs. Babies go to sleep according to their needs and are comforted when upset. Young children's comforters are kept within easy

reach so they can access these at any time. This helps children remain settled and secure. Photographs of children's families and pets are displayed to help children feel content and give them a sense of belonging. Staff sing and chat to babies when changing their nappies to help them feel relaxed and content. Nappy changing is hygienic and discreet and all children are checked to ensure they remain clean and dry at all times. Older children learn to be independent and healthy as they manage their own care needs. They learn to wash their hands before eating, after using the toilet or engaging in messy play. The environment is welcoming and attractive to children. All resources are stored at child height and are accessible to all children.

Children demonstrate by their behaviour that they feel safe in the nursery as they move around freely in the indoor and outdoor spaces. Children are generally well behaved. There are good systems and strategies in place for managing unwanted behaviour and children respond well. Staff use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Healthy eating is promoted throughout the nursery and children are encouraged to prepare their own food and pour their own drinks. Children recognise their name and photograph on a laminated placemat at meal times, which helps them feel included. Children learn to keep themselves safe and they show concern for a staff member as she cuts fruit for their snack, saying 'be careful'. Babies and older children benefit from plenty of exercise in the fresh air every day. Staff make sure they all wear sunhats and apply sun cream when the weather is hot. Children are kept inside during the hottest part of the day to ensure they stay cool and safe.

The children's safety is of paramount importance to the nursery staff. All visitors to the nursery must sign in and out. Parents are reminded frequently to ensure no unaccompanied children leave the building when doors are opening and closing and any other adult collecting children must know the correct password before a child is released. Staff ensure they are aware of which children are playing in the garden by operating a head count system. This system is supported, in the baby room garden, by a staff member being seated in the doorway to keep track of toddlers coming from and going into the garden area. Transitions to school are well supported as this becomes the theme for the final month of the summer term and resources are introduced to help children to become emotionally prepared. For example, school uniforms are provided for children to dress in and use in role play.

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

The management team and staff have a clear understanding of the Statutory framework for the Early Years Foundation Stage. Staff provide a welcoming, safe and stimulating environment where children are happy, can build their confidence and are supported towards meeting their early learning goals. Staff ratios and qualifications are well maintained and sufficient well-qualified bank staff are available for times when staff undertake training or are absent. All actions and recommendations from the last inspection have been successfully addressed. All the necessary documentation for the safe and efficient management of the nursery is in place. Robust risk assessments are carried out to minimise hazards and the premises are secure. As a result, children can play and

learn in safety. A clear safeguarding policy is also in place and a policy restricting the use of mobile phones. Children are effectively protected because the staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child. There are rigorous recruitment procedures and all staff have undergone the necessary background checks. Secure systems are in place to ensure children are safe and secure at all times. Information is gathered from parents about children's individual health needs and staff have undertaken first aid training so they can deal with minor injuries should the need arise.

The management team track children's progress to ensure that any identified gaps in learning are quickly closed. Any concerns regarding children's development are discussed with their parents and appropriate measures for intervention put in place through close links with other professional agencies.

Staff and parents' meetings are used to evaluate practice. Parents take a major role in the life of the nursery. Their comments about staff practice are displayed on a board and used to identify the 'employee of the month'. Staff morale is high as they are well supported by the management team who closely monitor their practice and the educational programmes. All staff undertake frequent training in order to continue to develop their knowledge and skills. Parents give glowing reports of the nursery staff and have extremely positive views about their children's development and progress. There are regular parents' meetings, and parents can take home their children's learning journals and contribute their own observations on their children's learning at home. Parents know they are welcome at the nursery at any time to speak to the key persons if they have any concerns or want to know anything about their child's development.

Transitions are effectively managed, both within the nursery, and when children transfer to school. Strong links are forged with the local schools and children are well prepared as visits to and from the schools are organised so they become familiar with the new environment and new people.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY284577
Local authority	Essex
Inspection number	903602
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	66
Name of provider	Pre-School Learning Alliance
Date of previous inspection	18/10/2012
Telephone number	01268 411844

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

