

Edith Kerrison Nursery School and Children's Centre

Edith Kerrison Nursery School, Sophia Road, LONDON, E16 3PB

Inspection date	10/09/2013
Previous inspection date	25/01/2012

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

- All staff are involved in reflecting on practice to improve learning opportunities for children.
- Staff are skilled at supporting children's language development as a result of specialist training. Therefore, children make good progress in their communication and language development.
- Children's behaviour is good. They learn to share and take turns and are developing friendships with other children.

It is not yet outstanding because

- Staff do not always fully engage all parents in sharing celebrations and observations of children's learning at home to contribute to assessments of children's learning.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation with a member of staff who is trained in Every Child a Talker.
- The inspector examined a range of documentation including staff records, policies and children's development records.
- The inspector observed children as they played.
- The inspector spoke to the manager, staff members and parents.
- The inspector looked around the areas used by the children.

Inspector

Lesley Hodges

Full Report

Information about 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 a secure outdoor play area with the nursery children. The nursery operates between the hours of 8.30am and 11.30am, Monday to Friday, for 38 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently there are fifteen children, all of whom are aged two years, on roll. The deputy head teacher of the nursery school oversees the running of the nursery and four members of staff are assigned to the care of the two-year-olds. They are further supported by a qualified teacher. All other staff have appropriate childcare qualifications at levels 2 and 3. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives funding for the free education of children aged two and three.

What the setting needs to do to improve further

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

- engage all parents in the existing practice of sharing children's achievements and learning at home.

Inspection judgements

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

There is a calm and relaxed atmosphere as the children arrive at the nursery each morning. Staff gently support children's choices as they select activities in the classroom or the large outside area. This means that children who learn best when outside can choose to do so with the good variety of activities on offer.

Children enjoy messy play with sand and water. They use a varied range of containers and other equipment to experiment with. For example, children enjoy watching as water flows through a colander into a pan. Staff have all received training to encourage children's language development. Staff consistently model correct language for children as they play. Staff gently repeat words so that children can learn how to form sentences. Children learn new vocabulary as staff introduce descriptive words into play activities. Staff demonstrate their knowledge of how children learn as they ask appropriate questions and give children time to think about their answers. As a consequence of staff support with activities, children play for extended periods and have time to learn new skills.

Staff provide children with a wide range of activities to cover the seven areas of learning both in the classroom and the outside area. Outside activities also support children's physical development as they can choose to play with bikes, a trampoline and climbing frame. They can also use the different levels of the area to walk up and down slopes and stairs as they explore the environment.

Staff effectively support children with special educational needs and/or disabilities. Staff make careful observations of all children as they play and use this information to plan activities based on their needs and interests. When the inspection took place, most children had only been in the nursery for a short time having just returned from the summer break. This means that staff are currently planning on a daily basis to provide activities that the children enjoy. Staff plan effectively to build on children's learning and this means they provide challenge and interest for them each day. Consequently, children make good progress in their learning and development.

Staff prepare detailed progress reports for children at the age of two, which they share with parents. These highlight areas of play enjoyed by children and aspects of their development where they may need additional support. Staff know children well and demonstrate this as they explain the progress those children who are now in the next door nursery have made over time. Staff are still in close contact with those children and this helps them to settle as they move into their new rooms.

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

Staff observe children so that they can plan for their learning. They join in with children's play and children quickly begin to form close bonds with the member of staff who has particular responsibility for them. Children enjoy time spent on their own with these key members of staff or in small groups. Staff encourage parents to share children's learning and achievements at home and some parents enjoy sending in photographs or certificates which contribute to children's 'All about Me' books. However, staff have not fully developed this to encourage all parents to contribute to their child's learning to provide consistency for all children between the nursery and home.

Children are developing these close relationships with staff and they are also learning to play and make friends with other children. Staff gently remind children to share equipment and this helps children understand the needs of the other children. Consequently, children's behaviour is good. Staff support children as they play together in small groups. Staff name other children when they join in with play so that they all learn each other's names. Children look for the friends they know and, as they share the outdoor area with the nursery school, they can still play with some friends who have moved into the room next door. This gives children opportunities to play with known friends as they make new ones. Staff encourage children to develop independence skills. Children use tissues when playing outside and dispose of them in the nearby bin. Staff enable children to manage these small tasks by placing the tissues and bin within easy reach. This means that children do not have to interrupt their play too much.

Children can choose to play in the outside area for most of their time when they are in the nursery. This daily access to fresh air supports their general well-being. The choice of physical activities on offer encourages the use of large muscles as they develop different movements. This helps children develop a positive attitude towards exercise and physical activity.

Children take part in regular fire drills so that they learn how to evacuate the nursery in an emergency. Staff remind them to use walking legs when in the classroom and explain the reasons why. These gentle reminders and familiarisation with routines means that children are learning how to keep themselves safe and understand the reasons for rules and boundaries.

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

The manager has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She is fully aware of the specific needs of children in this age group and caring staff take time to address the specific needs of the children they are caring for.

The management team monitors the provision of activities and highlights any shortfall in the opportunities offered to children. The manager and staff members identify where groups of children need additional support and this is offered in a range of ways. Staff are skilled at promoting children's language development as a result of training in the 'Every Child a Talker' scheme. Staff monitor each other as they talk with children to reflect on their practice. This means that they are accustomed to being observed and they share good practice with each other, which benefits the children.

Staff have a secure understanding of their responsibilities to safeguard children. They have had recent refresher training which the manager arranges regularly to update knowledge. All staff have suitability checks carried out to ensure that they have been cleared to work with children. Staff confidently describe the procedures they would follow if they had concerns about a child in their care. Staff are aware of potential hazards to children's safety in the nursery and act to minimise these. For example, children are fully supervised when they are playing in the large outside area. All these measures help to safeguard children.

Self-evaluation is a strength in this nursery. The management team continuously review the provision so that they meet the needs of individual children. Staff have developed the outside area and have plans to make further changes to create more learning opportunities for children. Managers work with the children's centre on the site and guide parents to the services offered. Managers are keen to respond to the needs of whole families and to enable this with partnership working with the children's centre staff. This is an ongoing project and staff are already making home visits before children start at the nursery to begin these valuable relationships.

The managers rolling programme of whole nursery and staff personal development involves sharing good practice with other settings and organising training with specialist teachers. All staff are involved in observing each other to share good practice and to learn from each other. These measures demonstrate a good commitment to ongoing improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY422990
Local authority	Newham
Inspection number	932279
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	15
Name of provider	Edith Kerrison Nursery School and Children's Centre Governing Body
Date of previous inspection	25/01/2012
Telephone number	02074761735

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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.

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