

Plaistow Day Nursery

Plaistow Primary School, Junction Road, LONDON, E13 9DQ

Inspection date	04/02/2014
Previous inspection date	21/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff have a good knowledge of how to teach children a broad range of skills in all age groups to promote children's development in line with expectations. They observe their practice, plan activities and review developmental records of the children they care for.
- Children have access to a broad range of activities, which are both adult-led and child initiated. The children present high levels of independence in making choices in their play.
- Children thrive and are happy in the care of the professional, caring and friendly staff, with whom they have strong relationships.
- Effective systems are used to monitor children's development, support the next steps in their learning, and ensure they make solid progress.
- Management has a positive outlook to improving outcomes for children; therefore, parents are kept informed of their children's progress through various methods on a regular basis.

It is not yet outstanding because

- Staff do not make good use of the outdoor play areas to maximise children's learning opportunities in all areas of development.
- The setting has introduced some resources to reflect information, communication and technology, yet the range is limited for all ages to fully benefit from learning in this area.

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 children in all rooms, spoke to the staff and observed them in their roles, and viewed the outdoor area play areas.
- The inspector spoke to a number of staff to explore their knowledge of the setting policies and procedures, and their role as a key worker.
- The inspector met with a sample of parents to gather their views about the service they and their child receive.
- The inspector observed play resources accessible to children, and systems used for self-evaluation.
- The inspector carried out a shared observation with the manager.

Inspector

Shaheen Belai

Full report

Information about the setting

Plaistow Day Nursery registered in 2010 and is operated by 4 Children, a national charity. The setting is situated in Plaistow Children's Centre in Plaistow Primary School, within the London Borough Of Newham. The setting operates from a purpose built premises. Children have access to three play rooms and associated facilities. There are two outdoor play areas for children.

The setting operates Monday to Friday from 8am to 6pm, throughout the year. The setting is registered on the Early Years Register. There are currently 61 children in the early years age range on roll, who attend both part-time and full-time sessions. The setting provides funded free early education for two, three and four-year-old children. The setting currently supports children with special educational needs and/or disabilities. The setting follows some aspects of the Reggio Emilia approach to children's learning. Children who attend the setting come from within the borough. The setting also provides wraparound care for children attending Plaistow School, who are within the early years age range.

The setting employs 11 members of staff, including the manager. All staff members hold appropriate early years qualifications. The setting also employs an additional four midday staff and has an additional three bank staff.

What the setting needs to do to improve further

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

- increase the range of resources on offer to further promote children's understanding of information, communication and technology across all age groups and abilities

- extend the range of play opportunities in the outdoor area to further develop children's understanding of the outdoor learning environment and offer more experiences across all the areas of learning, such as those reflected indoors.

Inspection judgements

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

Children make good progress in their development as staff teach a good range of skills through the variety of activities they provide. The key person role is dominant and effective to promote children's individual progress and those with special needs and/or a disability benefit from one-to-one support. Children's progress is monitored from the very beginning, when they start at the setting. This is because the staff work closely with parents to gain relevant information to initiate planning to promote learning. Staff in each

room work closely as a team to plan a broad range of activities that reflects children's individual development. This ensures the children engage in different experiences in all areas of learning. Children make good progress because staff assess children's learning periodically, such as completing the progress checks for two-year-old children and reviewing their progress with parents periodically. The engagement of parents supports continuity of care and learning. This allows parents to support their child's development at home, inform staff of children's home experiences and new interests. This shared approach ensures that children are making good progress. Both management and the staff team demonstrate a thorough knowledge of the Statutory Framework for the Early Years Foundation Stage. Staff work effectively with other professionals to support children with identified needs and to ensure individual developmental plans are followed.

All children benefit from effectively organised indoor play areas, which supports all areas of learning. The organisation of low storage and use of clear labelling encourages children to select resources for themselves. A good range of children's work and photographs are displayed, providing children with a strong sense of belonging and achievement. Low displays in the under two's room ensures they can see their work displayed within their sight. Children have high levels of independence, which staff encourage. For example, young children find their coats for going outdoors and older children serve themselves at mealtimes. Focused activities support individual needs and enable children to prepare for school. For example, children develop good early writing skills, as they use stencils and recognise letters of the alphabet. Children enjoy the good range of books on offer, as they gather to look at books in pairs or independently. The rich range of resources in the home corner encourages children to take on roles and introduce their own ideas into play.

Messy and creative play is enjoyed by all ages. Young infants gather quickly to explore sand, gloop mixtures and water play. Older children enjoy scrubbing the outdoor path with shaving foam and hard brooms. They describe the patterns they develop as clouds and shapes. Older children enjoy the educational activities on offer on the computer. The children present very good control of the use of the mouse and keyboard. Babies enjoy a range of resources to sort shapes, and press buttons to operate toys to make light and sounds. However, younger children do not have as much access to resources that support their growing skills in information, communication and technology. Children are very happy to be outdoors for long periods and can choose to do so throughout the day. They children enjoy exploring a wide range of outdoor play materials and activities. Staff make good use of the free-flow access they have to the garden from all rooms. However, they have fewer opportunities to engage in activities that reflect all areas of learning outside, or to learn about the impact of the surrounding environment.

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

Each child has their own key person, who is clearly identified within the setting information notice boards. The staff team in each room work very well together to share information about children's individual needs, such as health and dietary needs. The caring approach of the staff and high levels of supervision ensures children present as being safe and loved. Infants reach out to staff for cuddles and older children are confident to seek

the assistance of staff in their play. Small group activities enable close relationships to be further promoted, as children share experiences with the staff or seek them out to be a play partner. The key person carefully plans children's move from one room to another. This allows for children to make the move gradually and begin developing a new bond with a new key worker. The move to school is planned very well to ensure children are well prepared. For example, they visit the school with staff before they start and also have staff from the school visit them at the setting. In addition, the links staff establish with the school, allows children to visit for specific activities or performances in the year.

Children's behaviour is very good. Staff talk to the children about sharing, turn taking, helping their friends and being kind. Staff use effective strategies with children who may present unacceptable behaviour, supporting them to develop an understanding of the implications of their actions. The high ratios and good staff deployment throughout the indoor and outdoor areas ensures children are supervised and supported to spend their time in purposeful play. Staff use positive praise and recognition for children's achievements and behaviour. This contributes to children's positive self-esteem. Children are able to choose to play inside or outside as they wish. Outdoors the children keep active, exploring large wheeled resources, painting and water play. Young infants have their own space to explore safely. Children's health is promoted as they develop an understanding of personal hygiene through routines and explanations from staff. They put on aprons without any fuss, as staff remind them of the need to wear one. Children are helpful of their friends, helping them to put on their coats and help do fastenings when going outside to play. Young infants are familiar of the routine to rest; they settle quickly to sleep in safe and suitable equipment. Children learn to be safe as they receive good reminders from staff who point out the dangers to them, such as not walking with scissors in their hands and not to run indoors.

Children benefit from a varied and nutritionally balanced diet throughout the day, which is provided by an external company. Management have taken time to select a company to provide meals that supply a healthy menu specifically for children, which caters for all special diets and offers variety. Staff monitor children's eating patterns, which they feedback to both parents and the catering company. This allows for ensuring children enjoy their meals. The open snack bar allows children to eat when they want and what they want from a healthy selection of snacks. Mealtimes are very sociable and the engagement of staff eating with the children does promote good eating habits with the children. All dietary needs are catered for and this includes supporting the diets of young infants.

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

Management demonstrate their responsibilities in meeting safeguarding and welfare requirements. They are aware of notifying Ofsted of relevant incidents and act as required to safeguard the children in their care. Management and staff attend periodic training in safeguarding and also review the setting's policies and procedures for this to ensure all staff are fully aware of their responsibilities. Only staff who have undergone suitability

checks are allowed to start employment. There are designated staff who have the responsibility for specific safeguarding matters, so they can act on any changes and monitor the implementation of specific policies and procedures. The organisation follows robust recruitment and ongoing support for staff development to safeguard children. For example, staff are to receive training in behaviour management in the forthcoming months. This is to ensure all staff are skilled and confident in implementing appropriate strategies to manage a range of behaviour presented by children. Daily and periodic risk assessments are in use to help staff identify risks and take action accordingly. The setting has all staff trained in first aid to contribute to children's well-being. This ensures children's well-being is managed to a high level. Staff ensure medication is only administered with full written consent provided by the parents.

All children's required records are in place; this includes children's required details and attendance records. A full range of policies and procedures are available to parents and are reviewed periodically; this includes the complaints procedure. Inclusion is fully promoted, as management and staff have a positive attitude to equality. There are clear plans to effectively support children with special educational needs and/or disabilities. This involves working with other professionals and working in response to action plans created to support children's learning and welfare. Staff are skilled to identify concerns, refer concerns to appropriate agencies and work in partnership with other professionals. For example, the setting has good links with the children centre staff and the school. This ensures staff are able to seek the support of professionals within the centre and supports a smooth transition to school.

Staff are aware of the value of working in partnership with parents and do this well. They provide a broad range of information on notice boards to keep parents well informed. The information includes what is happening in the setting, staff roles in the nursery, information about planning of activities and free access to their child's developmental records. They provide regular newsletters, welcome parental input to specific activities and celebrations, and value the engagement of parents at periodic reviews of their child's progress. The use of the daily diary and the sharing of information at handovers ensures communication is two-way. At inspection, parental feedback expressed their high satisfaction of the setting's staff, the information shared, children's developmental progress and how well their children have settled in the setting's care.

There is a good capacity for improvement. Management fully supports staffs professional development through training, both with the local authority and from the organisation. Staff receive regular supervision and attend regular staff meetings. Management observes staff practice to monitor performance and the educational programme, through peer-on-peer observations undertaken regularly and used as a positive tool for improving standards and staff development. The setting receives input from the local authority and also undergoes a number of unannounced checks from its own organisation quality improvement team. Action plans are ongoing and monitored by management and the staff team, and also by the organisation management team. The setting has made a significant improvement since the last inspection to meet all recommendations raised. Although they recognise that more can be done to offer a broader range of resources for all ages in the area of information, communication and technology. Parental views are sought periodically to explore feedback and act on the responses received. They have action plans in place to

further promote outcomes for children. Staff work together as a team to contribute to the self-evaluation process; this includes using the Ofsted self-evaluation form effectively. These measures contribute to management's commitment to ensure continuous improvement is maintained.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY404886
Local authority	Newham
Inspection number	952952
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	61
Name of provider	4 Children
Date of previous inspection	21/01/2011
Telephone number	01621827850

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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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