

Elm Lane Day Nursery

24 / 26 Church Street, DAGENHAM, Essex, RM10 9UR

Inspection date	12/05/2014
Previous inspection date	15/05/2013

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

- Children enjoy a variety of attractive and stimulating play environments, which encourage children to make their own discoveries as they play and explore.
- Staff are attentive to children's well-being and help children to develop a sense of belonging. Consequently children are happy and feel secure at nursery.
- Staff work closely with parents in order to meet children's individual needs. They are continually looking for ways to further involve parents in their children's learning.
- There are good monitoring and evaluation procedures in place. These contribute to the ongoing development and improvement of the provision.

It is not yet outstanding because

- Staff do not always take the opportunity to extend children's learning by encouraging them to think and talk.
- Staff do not always plan and organise group times effectively so that they offer beneficial learning experiences for all children.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in a range of play activities.
- The inspector talked with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector talked with some parents and interviewed the provider and manager.
- The inspector sampled the nursery's documentation, in particular documents that relate to children's safeguarding and progress.

Inspector

Jill Nugent

Full report

Information about the setting

Elm Lane Day Nursery registered in 2007 and operates from two linked shop units in Dagenham in the London Borough of Barking and Dagenham. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 7am until 6pm, all year round. Children have the use of two play rooms, one situated on the ground floor and one on the first floor of the building. The room on the first floor is used by the younger children and accessed via an internal staircase. Children also share access to a secure outdoor play area. The nursery receives funding for the provision of free early education to children aged two, three, and four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are currently 29 children on roll in the early years age group. The nursery currently employs nine members of staff, all of whom hold relevant early years qualifications. One staff member is a qualified teacher, his role being that of a part-time support teacher.

What the setting needs to do to improve further

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

- make the most of opportunities to encourage children to further develop their thinking and communication skills during their free play

- enhance the planning and organisation of group times so that these activities consistently offer beneficial learning experiences for all children in the group.

Inspection judgements

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

Staff meet children's learning and development needs well. They have created welcoming play environments with a wide choice of interesting activities. They offer a variety of opportunities for children to enjoy hands-on exploratory play. Resources are made easily accessible so that children can enjoy play in different situations and at different levels. For example, younger children make choices from a selection of colourful toys and equipment, set out on mats or low tables. Older children enjoy investigating different materials in large trays or exploring equipment arranged attractively on large mats, such as musical instruments and building blocks. Staff are particularly adept at thinking of ways to arrange resources to attract children's interest. For example, putting a selection of stones, jelly and cereal in a tray with toy animals. In this way staff actively encourage children to explore, helping them to become active and creative learners. Children gain confidence in making their own decisions and learn to concentrate on their chosen tasks.

Staff support children well as they follow up their own interests and learn through their play and exploration. For example, young children find out more about bubbles when washing dolls in water and they discover patterns as they brush paint around a large piece of paper. Older children mould 'cake' shapes out of modelling dough and learn about number and pattern as they decorate them with marks and candles. Staff engage with children by joining them in play and talking to them. For example, when children investigate a collection of different objects and materials staff encourage them to think about the different textures.. In these ways staff help children to acquire useful skills for their future learning. However, when children are involved in free play, staff do not always use these opportunities to extend children's thinking and communication skills as well as they do at other times.

Staff make good use of the system of observational assessment to think about how they can move children on in their learning. They collect regular written observations of children into learning profiles and use these to plan activities based on children's interests and developmental needs. Children show good progress in their individual development. For example, young children learn to handle tools and acquire new vocabulary, while older children progress to demonstrating competent manipulative skills and a lively interest in songs and books. Staff are aware of each child's stage of development and introduce new activities to help them further develop their skills. For example, children use different tools, such as a whisk for mixing ingredients. They are encouraged to explore letters of the alphabet and tackle obstacle courses. Staff organise group times, which provide an opportunity for children to share books, learn songs and action rhymes. However these group times are not always planned and organised well. As a result, staff do not use them to consistently offer beneficial learning experiences for all children.

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

Staff prioritise children's well-being and consequently children are very settled and content. They show much interest in the resources on offer and like to spend time exploring and investigating. The upstairs play areas are particularly comfortable and stimulating, with soft play and messy play available alongside books, musical toys and role play equipment. There is plenty of space for children to play alongside each other. Therefore they learn to respect the needs of others in the group. Older children are keen to try new activities, such as mixing ingredients in a large tray to make modelling dough. They learn to take turns and to make sure others feel included. Staff supervise children closely, thereby helping them to avoid disputes with others. Staff promote a calm busy atmosphere where children are aware of their boundaries. As a result children are able to play happily without any unwanted distractions.

Staff are attentive to good health and hygiene. They encourage children to adopt healthy lifestyles by eating healthy snacks and enjoying outdoor play. Children particularly enjoy snack times, when they have the opportunity to choose and cut up fresh fruits and learn a little more about them while they eat. Staff request parents of younger children to bring in their own lunches. Staff use appropriate procedures for storing and heating these meals.

Older children have lunches provided by an outside contractor. These are healthy and nutritious, with extra meals being made available to offer more choice for children. Staff encourage children to gain independence at mealtimes by learning to use cutlery to serve themselves and to eat. Children have plenty of opportunities to play outdoors during the day. They like to climb and slide and enjoy the challenge of an obstacle course. These activities help to keep children healthy as well as extend their physical skills.

Staff are quick to attend to children who become unsettled or upset during the day. They reassure children and encourage them to become involved in an alternative play activity. Consequently children feel well cared for and secure. They benefit from staff's close liaison with parents as staff are fully aware of children's individual care and developmental needs when starting at nursery. Staff collect information about children's home languages and display key words in different languages. In this way, they are able to offer good support for children who are learning English as an additional language. Children take turns to take home the nursery 'bear' and are especially proud when sharing pictures of the bear at home. These opportunities help children to develop a sense of belonging. Staff plan activities around a wide range of festivals and celebratory events. As a result, they help children to increase their awareness of different communities and cultures in a wider world.

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

The nursery manager and the majority of staff are new to their posts, having been appointed since the previous inspection. Consequently the manager has focused on building an effective staff team during the last few months. She ensures that staff undergo the necessary checks regarding their suitability to work with children. The provider has carried out risk assessments of the premises as well as the activities in which children participate. The written risk assessments are reviewed regularly to ensure that potential risks continue to be minimised effectively. Staff are attentive to safety issues and carry out daily safety checks indoors and outdoors. They have a good knowledge and understanding of child protection procedures and know what to do if they have any concerns about children. They are efficient in their maintenance of all records relating to children's health and safety.

The provider liaises with the manager regarding the employment of new staff. The provider and manager also work together when carrying out staff supervisions and appraisals. In this way, they are able to highlight any particular training needs amongst the staff team. The manager meets regularly with the two room leaders, and also with the whole staff team. This helps her to monitor the ongoing provision for children and to instigate any necessary improvements. In addition the manager regularly checks children's learning profiles and tracks their progress, both individually and as a whole group. Consequently she is able to help staff provide extra support, when necessary, for individual children. The manager is a good role model for staff, supporting them in the rooms and spending time with the children when time permits. As a result staff are well organised and fully aware of their roles within the staff team.

The nursery has developed a good working partnership with parents. The provider has set out useful information concerning the provision for children in an attractive brochure. There is much information on display about safeguarding issues, so that parents are encouraged to be aware of everyone's responsibilities. Staff exchange information with parents through the use of individual daily diaries and weekly feedback sheets. These help parents and staff to continue to meet children's care needs and also encourage parents to become involved in their children's learning. Staff request information from parents about their children's learning at home in order to enable them to contribute to children's individual targets. Staff display the current written plans for teaching and learning in each room so that parents can see what activities and learning experiences are planned for their children. Parents state that they find staff friendly and helpful. They are also very pleased with the progress their children are making given their starting points.

The manager makes good use of a process of self-evaluation to encourage staff to reflect on their practice. She takes into account the views of children and parents, using regular questionnaires to gauge their satisfaction with the overall provision. The nursery has established close links with other early years provisions and professionals. Consequently the manager is able to meet with other managers and to seek advice and support for individual children, especially those who have special educational needs. She is fully aware of the training needs of staff and sets relevant targets for the future. For example, staff have recently attended extra training in behaviour management and this has helped to improve the working atmosphere in the nursery. The manager is now seeking training for all staff in order to help improve their interaction with children. She is also keen to continually improve the partnership with parents, for instance, by offering workshops to increase their knowledge of childcare.

The Childcare Register

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

The requirements for the voluntary 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	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	EY363213
Local authority	Barking & Dagenham
Inspection number	963303
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	29
Name of provider	Grace Funke Akinnugba
Date of previous inspection	15/05/2013
Telephone number	07944 453 341

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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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