

# Mokšliukas

1 Radland Road, Canning Town, London, E16 1LN

<b>Inspection date</b>	12/11/2014
Previous inspection date	15/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are happy and settled in this warm and welcoming nursery. They develop secure emotional attachments to staff and build friendships with others.
- Staff demonstrate a secure knowledge of how children learn, and therefore, the quality of teaching is good.
- Children's progress and achievements are accurately monitored, and planned activities focus on children's individual learning needs so they make good progress.
- The manager and staff team contribute significantly to the ongoing development of the nursery and the good achievements of the children.
- Staff demonstrate a good awareness of safeguarding and implement thorough policies and procedures to protect children's welfare.

### It is not yet outstanding because

- Children are not always able to fully develop their independence skills at meals times.
- Staff speak to children in their home language but do not always speak to babies in English to enhance the youngest children's communication and language skills.

## 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 indoor and outdoor learning environments.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with the children, staff and manager.
- The inspector looked at samples of children's learning folders, planning documentation and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff suitability and qualifications.
- The inspector carried out a joint observation with the manager.

## Inspector

Amanda Allen

## Full report

### Information about the setting

Mokšliukas registered in 2010. It operates on behalf of the Eckt-Lithuanian Christian Church based in South London. The nursery is situated in Canning Town, within the London Borough of Newham. The nursery has the use of five rooms, associated areas and the use of enclosed outdoor garden areas. The nursery operates each weekday from 8am to 6pm throughout the year except for Christmas and bank holiday closures. The nursery provides care for all families within the local and neighbouring boroughs. Other users attending groups operating on the first floor also share the reception entrance area; these groups are not associated to this registration/provision. There are currently 60 children on roll in the early years age range. The nursery employs 25 members of staff who work with the children. Of these, five staff are qualified at level 6, seven staff are qualified at level 3 and six staff are qualified at level 2. There are seven unqualified members of staff. Staff support children with special educational needs and/or disabilities, as well as those who speak English as an additional language.

### What the setting needs to do to improve further

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

- develop the use of key words in English as part of the babies' daily routines to extend their communication and language skills
- provide more opportunities for children to develop independence skills, for example by maximising their involvement in the preparation and serving of meals.

### Inspection judgements

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

Teaching at the nursery is good. Staff have a clear understanding of how to promote children's learning and development. They know the children well and they plan a broad range of purposeful experiences to meet their individual needs. The staff record information about children's starting points and carry out the required progress check for two-year-old children, which clearly identifies their next steps in learning. As a result, staff are able to identify gaps in children's learning and they implement measures to support every child to make good progress. Staff carefully observe children and use a development tracker system to plot progress. In addition, staff record snapshots of information about children's learning. Staff file children's work and photographs in their individual learning folders, which they then share with parents. This ensures there is an ongoing exchange of information about children's learning.

Overall, there is good support for children's communication and language development. Most children speak English as an additional language and receive good attention that supports their communication well. Staff promote their language development well through songs, games and interactive stories. Most staff use a balance of both English and children's home language of Lithuanian to communicate with the children. However, in the baby room staff do not consistently use verbal and written key words in English during routines to strengthen babies' understanding and communication in English. Staff extend older children's vocabulary effectively by encouraging them to share their thoughts and experiences in casual conversation. All through the day, children speak to staff with confidence, using competent English language skills. For example, when explaining how they take care to look after their room pets, feeding, cleaning and playing with them. Staff build children's confidence in speaking and using the English language and therefore when they leave the nursery to start school the children are fluent in two languages.

All children enjoy listening to and responding to stories, which promotes literacy development very well. In each group room and the outdoor environment there are well-resourced book areas. Younger children access books independently and sit in comfortable book areas, turning pages with confidence and ease. Children in all group room areas have ample opportunities to make marks for a purpose as an introduction to writing. For example, younger children in the outdoor area access large chalks and chalkboards. Older children are beginning to recognise letters of the alphabet and write their names on their artwork displays. Children's creative and design skills are promoted well throughout the nursery. This is evident from the bright and colourful displays in the group rooms and hallways. Young children enjoy expressing themselves creatively through music and movement sessions. They thoroughly enjoy dancing and know the actions to the songs well.

Children have many good opportunities to explore the natural environment, especially in the outdoor area. They enjoy role playing on the climbing frames, using a wheel to pretend to fly to Lithuania in an aeroplane as they play imaginatively. Children also have opportunities to explore natural produce. Staff help them to understand where vegetables come from and how they grow. They teach children how to prepare the vegetables safely and the children enjoy peeling, cutting and eating them. Children have many opportunities to gain good mathematics skills. Staff encourage them to count, measure and weigh ingredients during a baking activity to make a carrot cake. The children delight in taking turns to mix the ingredients together before preparing the trays for baking.

Staff work with parents when children first start to gather important information about their child's starting points and interests. Staff then closely observe children in different types of activities to make a baseline assessment of children's learning styles and abilities. On an ongoing basis the staff work collaboratively with parents to support their child's learning, sharing good information about progress and next steps to prepare children for school. Where staff and parents identify children with additional needs or achievement gaps, staff work with specialist agencies to devise individual learning plans to address the child's needs. In this way, children make good progress in their learning and are achieving in their expected levels of development. Staff regularly track children's achievements to ensure that teaching is having the intended impact.

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

Children are happy, confident and demonstrate they feel secure at the nursery. Older children show a developing confidence and assurance in their play, holding detailed conversations and building secure friendships. Staff promote a gradual settling-in procedure to support children's emotional well-being so that children feel settled and happy. They are attentive to the needs of newly settling children, especially younger children. Key persons are able to soothe children in line with their needs if they become distressed. This effectively promotes continuity of their care, as the key person is able to tend to their key child and become more aware of their emotional needs.

Children's behaviour is good and they are encouraged to be polite and share play resources with each other. Staff are good role models and lead by example. They use consistent praise and encouragement to develop children's self-esteem and encourage positive behaviour. Children are divided into age-appropriate group rooms and have access to activities and resources that reflect their particular needs and interests consistently well. Staff in all areas of the nursery provide a bright, welcoming, safe and stimulating environment where children are able to feel free and independent to explore and use their imagination. Resources are in abundance and are of good quality. They are also easily accessible to all children to support their independent learning through play.

Children have good opportunities to learn about healthy lifestyles. Meals and snacks are prepared each day on the premises. Children enjoy a varied menu of balanced, nutritious meals, with drinks of water in easy reach. Children feed themselves where appropriate and staff are very thoughtful in how they support children who are reluctant eaters. Staff give babies spoons to feed themselves and older children have good self-care skills. However, children do not consistently help in practical matters such as serving themselves or helping to lay tables and clear up. This does not fully support their independence.

Children know how to keep themselves clean, noticing when outdoor play has made their hands dirty and knowing they need a wash. Staff have established good hygiene practices, which helps to minimise the risk of cross-infection. Children benefit from a wide range of physical play and outdoor activities every day. Staff help children to learn about safety and take managed risks. For example, during the inspection, when the pre-school children were walking up the stairs from the outdoor area during the inspection, staff reminded them to walk carefully.

The children develop their large muscle control as they run and jump in puddles and clamber over the climbing frames. This helps to support their physical growth and development. Children also take part in regular fire drills, which ensures they develop a good understanding of how to evacuate the premises in an emergency.

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

Good arrangements for safeguarding children are securely in place. The effective implementation of clear policies and procedures contribute to the safety and welfare of the children, including a thorough safeguarding policy. Staff demonstrate a firm understanding of safeguarding and have all received training in child protection. Staff show a good knowledge and understanding of what to do if they have concerns about a child in their care as well as the procedures to follow should an allegation be made against them. This helps the nursery to keep children safe.

Leadership and management are effective, and, as a result, the nursery runs smoothly to meet children's individual needs. The manager has a good understanding of her responsibilities to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have good knowledge of how to keep children safe and implement this well in their practice. The environment is safe because staff carry out daily risk assessments on the premises, equipment and resources. This includes checking the garden is secure before use. The recruitment procedure for staff is effective and involves seeking appropriate checks to assess staff's suitability for their roles and to work with children.

The nursery receives regular visits and support from the local authority advisory team. They offer the nursery support and guidance in areas such as training and the curriculum. This helps staff to drive improvement in their practice that benefits all children. The nursery manager works effectively to monitor the educational programmes, observations and planning. This helps to ensure children are making good progress. Staff are well supported in their professional development. Regular supervision takes place, providing opportunities for the manager and staff to discuss issues relating to performance and areas for development. Staff have regular opportunities throughout the year to take part in external training and most staff hold relevant qualifications or are working towards one. This helps the staff to enhance their skills and practice, which helps to improve outcomes for children.

Self-evaluation is effective and the manager shows a strong commitment to making continuous improvement to the provision for children. Since the last inspection, significant improvements have been made which have had a positive impact on the safety and welfare of children. This was a weakness at the last inspection. Regular fire drills have been implemented and staff are well deployed throughout the nursery to meet the needs of all children throughout the day. Effective links with schools and outside agencies enable coherent learning and development for all children. The manager has also implemented suitable systems for seeking input from staff and parents. She has clear targets for improvement, which include supporting some staff to develop their paperwork and assessment in two languages. This demonstrates the nursery has a good capacity to improve the quality of the provision further, and to improve outcomes for children.

The manager and staff have developed good partnerships with parents, which work well to benefit the children's welfare, learning and development. Parents are complimentary about the nursery and the support that they and their children receive. They state that they are kept well informed about their children's development and progress through discussions, parents' meetings and newsletters.



## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY408935
<b>Local authority</b>	Newham
<b>Inspection number</b>	845024
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Eckt-Lithuanian Christian Church Committee
<b>Date of previous inspection</b>	15/12/2010
<b>Telephone number</b>	0207 4763944

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

