

Fareacres Pre School and Day Nursery

1 Chelmsford Road, South Woodford, London, E18 2PW

Inspection date	25/11/2014
Previous inspection date	01/03/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff know children well and prioritise building close relationships with them. This helps children form secure attachments and promotes their well-being.
- Effective partnership with parents, other settings and professionals are established to share information about children in order to provide consistency in their learning and development.
- The manager at the nursery has made improvement to practice and has plans to continue enhancing outcomes for children.

It is not yet good because

- Staff do not always use their observations and assessments of children, to plan challenging next steps to help children make the best progress. In addition, staff do not always make the best use of equipment outdoors, to fully promote children's learning.
- Staff do not fully promote the needs of children learning English as an additional language. Therefore, children's emotional and physical needs are not fully met.
- Not all staff are fully aware of the correct procedure to follow if they have any safeguarding concerns about a child.

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 activities in all areas of the nursery and garden.
- The inspector looked at children's learning records, planning, assessments and other documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector carried out a joint observation and held a meeting with the manager.
- The inspector spoke with staff, children and parents during the inspection.

Inspector

Vanessa Linehan

Full report

Information about the setting

Fareacres Pre-School and Day Nursery registered in 2003. It operates from converted premises situated in South Woodford, in the London Borough of Redbridge. Children have access to four rooms, located over three floors, and a secure, enclosed outside play area. The provider is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children on roll in the early years age group. The nursery is open each weekday, from 7.30am to 7pm, for 52 weeks of the year. Children attend for a variety of sessions. The nursery staff care for children with special educational needs and/or disabilities, and to those who learn English as an additional language. The provider employs nine full-time staff and four part-time members of staff. All staff, including the manager, hold appropriate early years qualifications and one member of staff has Early Years Professional Status. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that every member of staff fully understands the procedures to follow should they have a concern about a child
- develop strategies to meet the needs of children who are learning English as an additional language so that they make good progress in the acquisition of their communication and language skills and in their personal, social and emotional development
- raise the quality of teaching to a consistently high standard by using observations and assessments to effectively plan and provide challenging activities for children, in order to help them make good progress in their learning and development.

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

- make better use of the equipment in the outdoor environment, to provide more interesting and challenging experiences for children.

Inspection judgements

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

Overall, children are happy and settled at the nursery, and enjoy suitable activities and experiences. For example, in the baby room children are able to expand their vocabulary. This is because staff show and name different toy animals, and encourage babies to repeat the words they use. Slightly older children are able to explore and play with water, which helps to promote their problem-solving and thinking skills. Staff have a sound knowledge of children's learning and development needs. When children start at the nursery, staff gather information from parents during home visits and also from written information about the children's starting points, interests and daily routines. This helps children to settle, because staff provide them with some consistency in their learning and plan activities to help them progress. Staff have an awareness of the importance of observing children in order to understand their interests, ways of learning and levels of progress. However, although staff observe, assess and plan for individual children, this is not fully effective overall. This is because there are inconsistencies in how some staff plan the targeted next steps in learning for their key children, and the quality of teaching is variable. As a result, some staff do not fully challenge children, so children do not make the best possible progress.

Staff do not provide opportunities for children who are learning English as a second language to use their home languages in the nursery. Therefore, they do not fully encourage their language development. Although these children form attachments with staff and go to them for comfort and support, staff do not always find appropriate ways to communicate with them. This means that they do not fully promote the children's emotional and physical needs, or help them to learn.

Staff develop positive partnerships with parents. They provide feedback about their children's progress through daily discussions, regular review meetings, nursery newsletters and open days. They inform parents about activities that their children have enjoyed and new skills that they are learning. They also encourage parents to share information about children's progress at home. The staff also make use of home learning sacks, so that parents can support their child's learning at home.

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

Staff get to know children before they start at the nursery through home visits. This means that they get to meet the child and learn about their family and background early on. The priority in the first week or two at the nursery is for them to bond with their key person. Therefore, staff understand the importance of enabling children to build attachments to them, to promote their emotional development. Babies and older children go to their key person for comfort and security, and staff respond warmly. Staff are familiar with children's individual routines and preferences, which means that they respond to their individual care needs appropriately. However, weaknesses in how staff promote

some children's home languages, means that staff do not fully meet the needs of these children as well as others. In addition, not all staff have a secure understanding of child protection procedures, which has the potential to affect children's well-being.

Children develop some understanding about safety. For example, staff remind them to not run with pencils in their hands and to be careful not to kick other children when they are rolling on the ground. Babies are taught not to poke other children with crayons. Therefore, staff teach children about positive behaviour according to their different ages and stages of development. Staff promote positive behaviour. For example, in the pre-school room, children do not start eating until all children have their food. Staff reinforce clear rules and boundaries. Children sit nicely while waiting, chatting to their friends patiently until staff tell them that they can eat. Such behaviour is managed positively with praise and encouragement, which promotes children's self-esteem.

Staff promote children's independence, for example, by encouraging them to help themselves to their own water bottles when they are thirsty. Children learn about healthy eating as staff talk to them about the food they eat. Children are able to choose the meals provided on some days and staff feel that this encourages them to choose healthier options. Therefore, children show that they understand about the foods that are good for them. Children learn about hygiene routines, such as washing their hands before eating and cleaning their teeth afterwards. They help themselves confidently to food and clear away their plates at lunchtime, which enables them to develop the self-help skills needed for when they start school.

Children play outside in the garden area on a daily basis, which means that they get fresh air and can engage in physical activities. For example, they enjoy going on the slides and, in the summer, playing in the paddling pool. However, staff do not always make the best possible use of the equipment outdoors, to provide interesting experiences for the children. As a result, they do not further enhance children's learning experiences.

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

The nursery manager is suitably qualified and has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She completes comprehensive evaluations of practice, which are well documented, and is focused on continual development and leading the nursery forward. The manager carries out regular supervision meetings with her staff and offers support to key persons. However, this has not yet resulted in the consistent performance management of all staff to enable continuous quality improvement within the nursery. This means that some staff do not promote children's learning and development effectively.

The manager has welcomed support from the local authority and has taken part in quality improvement programmes. This input has enabled her to introduce positive changes at the nursery. For example, staff now provide photographs of resources which are kept out of the reach of children, so that they can point to a picture of what they want to play with.

Staff are provided with training to support their continuing professional development. Future plans include an all staff training day to focus on the assessment of children's learning. Continuous training means that staff are able to reflect on and improve their practice, which benefits the children at the nursery. All staff have first aid training, which means that they are able to meet children's needs in an emergency.

The provider's vetting and recruitment procedures ensure that all adults working with children are suitable. This includes obtaining information about their employment history and qualifications, and completing Disclosure and Barring Service checks. Induction procedures help new staff to become familiar with their roles, and the policies and procedures. The leadership team understands the importance of keeping children safe. Staff are aware of the signs and symptoms that may cause them concern and of the need to report any concerns they have about a child. However, some staff are confused about who they should speak to first and although this does not put children at significant risk, it does mean that procedures may not be followed correctly. The manager knows that she must address this issue as a matter of urgency. This is a breach of a legal requirement and means the associated requirement of the Childcare Register is not met. The entrance to the nursery is secure and access cannot be obtained unless the visitor is approved by a staff member. Visitor identification is obtained so that the nursery has an accurate record of all adults visiting the nursery.

Parents comment that their children are settled and happy at the nursery, and that staff work in partnership with them to support their children's learning and development at home. The manager is aware of the importance of building links with other early years providers when children attend more than one setting. Consequently, staff in the pre-school room, regularly share information with teachers at the local school nursery that some of the children also attend. This helps to ensure consistency in their education. Staff also work effectively in partnership with other professionals to promote the needs of children who have special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Met

To meet the requirements of the Childcare Register the provider must:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register).

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

Unique reference number	EY248647
Local authority	Redbridge
Inspection number	832998
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	55
Name of provider	Kinder Day Nurseries Limited
Date of previous inspection	01/03/2010
Telephone number	02085053248

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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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