

Elm Lane Day Nursery

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



Inspection date 25 October 2017
Previous inspection date 12 May 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has failed to notify Ofsted of the appointment of a new manager.
- The provider has not ensured that risk assessments cover all potential hazards.
- The new manager has not fully implemented an effective process to support staff even further, to ensure the quality of practice and teaching remains consistently strong.

It has the following strengths

- Staff work closely with the parents, who are very complimentary about the setting and staff team. Staff invite parents into the setting to discuss their children's progress and parents' positive contributions to children's assessments support learning at home.
- Children are independent learners. The well-resourced environment is attractive and inviting to children. This enables children to make decisions about how and where they play.
- Support for children who speak English as an additional language is good. The staff speak in children's home languages and then repeat their words in English to help them understand. This encourages children to feel secure and settled at the nursery.
- Children behave well and show kindness, concern and respect for others. Staff encourage children to share and take turns and this helps them develop good personal and social skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure Ofsted is informed of any changes to the manager of the setting	23/11/2017
■ put effective arrangements in place to ensure all areas of the environment are checked on a regular basis, when and by whom those aspects are checked, and how risks will be removed or minimised.	23/11/2017

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

- extend the process of staff support even further to ensure the quality of staff practice and teaching remains consistently strong.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has failed to inform Ofsted that a new manager has been appointed. The arrangements for safeguarding are not effective. Risk assessments are not rigorous to assure children's safety. Nevertheless, staff have attended safeguarding training. They have a clear understanding of the child protection procedures and how to report any concerns they may have about the welfare of a child. Recruitment and induction procedures are robust. Policies and procedures, including those for administering medication, are in place, understood and effectively implemented. Most of the staff team hold a paediatric first-aid qualification. This helps to support children's well-being in the event of an accident. Self-evaluation is used as an ongoing tool to help staff reflect on areas that can be improved. The views of parents, children and early years professionals are used to inform targeted plans for improvement.

Quality of teaching, learning and assessment is good

Staff regularly observe children at play and complete assessments of their learning and development. They use their findings to build on children's current skills and help them make progress in their learning. There is an effective balance of planned activities and opportunities for children to lead their own learning. Staff support children's communication and language development. For example, they model new words and ask questions that encourage children to talk about their experiences as they play. Children enjoy singing songs in French, dancing and playing musical instruments. This helps to promote their creative skills.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management compromise children's safety and well-being. Staff identify and address some hazards through risk assessment. For example, the biometric entry system helps to ensure the safe arrival and departure of children. However, some areas of the environment are not routinely risk assessed. This includes the two unlocked gates that lead from the garden area to a courtyard which can be accessed by the public. Staff are kind and caring. They promote good manners and encourage children to develop their self-care skills and help them to follow sensible hygiene routines. Staff plan settling-in and transition routines for children, in consultation with the parents, which help to foster children's emotional well-being.

Outcomes for children are good

Children are developing their communication and language, writing and number skills in readiness for school. Older children enjoy counting and challenging their mathematical thinking. Younger children can skilfully use a variety of tools, for instance, as they dig in the sand tray and fill different containers. Babies develop their physical skills as they explore the environment around them. All children make independent choices and they help themselves to resources, pour their own drinks and choose their preference at mealtimes.

Setting details

Unique reference number	EY363213
Local authority	Barking & Dagenham
Inspection number	1068850
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	35
Number of children on roll	29
Name of registered person	Grace Funke Akinnugba
Registered person unique reference number	RP911580
Date of previous inspection	12 May 2014
Telephone number	0208984 8184

Elm Lane Day Nursery registered in 2008. The nursery currently employs 13 members of childcare staff, all of whom hold relevant early years qualifications. One staff member has qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm, except for bank holidays. The nursery provides funded early education for two-, three-, and four-year-old children.

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.

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