

Fareacres Day Nursery Gants Hill

681 Cranbrook Road, Gants Hill, Ilford, Essex, IG2 6SY

Inspection date

10/12/2014

Previous inspection date

08/06/2009

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 are particularly skilled in their use of assessment. They promptly identify gaps in children's achievement and secure early intervention for children who need it, in readiness for school.
- Staff are well deployed and provide clear guidance for children about what is acceptable behaviour.
- Staff demonstrate that all children, including those learning English as an additional language, are progressing well towards the early learning goals.
- Staff provide high levels of information to parents, which helps parents support their child's individual learning and development at home.

It is not yet outstanding because

- Staff, on occasions, do not show children how to use outdoor resources in a safe and appropriate manner.
- Computer programme software is not always easy for children to operate independently.
- Although staff have good relationships with parents and share details of children's learning, not all parents are aware of the learning sacks the setting provides which will enhance their child's learning at home.

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 the two main playrooms and garden.
- The inspector had detailed discussions with the provider, deputy and other members of staff.
- The inspector undertook a joint observation with one of the deputies during an outdoor play session.
- The inspector sampled a range of documents including children's records, some policies and procedures and the nursery's self-evaluation.
- The inspector spoke to parents during the inspection, taking account of their views.

Inspector

Catherine Marsh

Full report

Information about the setting

Fareacres Day Nursery Gants Hill registered in 2008 and is one of two nurseries run by Kinder Day Nurseries Limited. It operates from two base rooms in a modified two-storey building. Access to the nursery is via a low step. It is situated in a residential area in Gants Hill in the London borough of Redbridge. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 7pm throughout the year. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 39 children on roll, the majority in part-time places. All are in the early years age range. The nursery mainly provides for children in the local area. It receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children who speak English as an additional language.

The owner/manager employs thirteen members of staff; all hold appropriate early years qualifications and one of these holds qualified teacher status. The setting has been awarded the gold standard in the local authority quality assurance scheme.

What the setting needs to do to improve further

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

- develop further staff skills in how to consistently promote children's awareness of how to keep themselves safe
- enhance children's independent access to information and communication technology, for example, through a review of resources and developing children's understanding of how to use them
- further extend existing strategies to engage all parents in their children's learning at home.

Inspection judgements

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

Children are making good progress in their learning because staff provide a stimulating and exciting environment that covers all seven areas of learning. Staff plan exciting activities for the children based on regular and accurate assessments of all children. There is a broad range of toys and equipment that are accessible to children and staff encourage

children's participation in selecting resources when setting up. On the day of inspection, these included snakes and tweezers in the sand tray plus numbered ducks in the water tray. Staff keep record books on each child and encourage parents to access these and add their observations and assessments from home. Their assessments on children, including the progress check for children aged two, are of a good standard.

The nursery has had lots of children start with little or no English. Children are supported by a multilingual staff team and parents are involved by giving the nursery a range of vocabulary in the child's language to help the children settle and build confidence. Staff also use a wide range of visual props to support their communication with children. Children go on to make good progress in their communication and language development. The nursery has an achievement tree to celebrate children's achievements both in and outside of the setting, to help promote self confidence and self-esteem. Both parents and children are asked to add to the tree. Staff encourage children to use the touchscreen computer with software to develop their interest in information technology. However, children are not always able to access and independently operate software or understand how to use the keyboard and mouse.

The staff team are securing good partnerships with parents, outside agencies and other early years providers, such as the local children's centre, to support children's learning. Staff meet with parents and carers to review children's progress and to identify next steps to support children's learning further. However, children are not involved in this process, and many are capable of doing so. The setting has an extremely well-resourced range of learning sacks and a book club available for parents to help them support and continue their children's learning at home, particularly for disadvantaged children who do not have access to wider resources outside of the setting. However, not all parents utilise this to build on what their child has learnt in the setting.

The nursery has just started the implementing a nationwide programme to encourage child to talk and communicate.

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

The key person system is effective in supporting children's personal, social and emotional needs, and establishing trusting relationships with parents. Staff know their key children well and so are able to identify the triggers of children's anxieties. For example, when unknown adults visit the nursery, staff are skilled in reassuring the children. The setting carries out home visits for new children as part of the initial settling-in period, which has proved to be very effective. The setting has developed close links with the local schools to help the children through the transition to school. Staff take photographs of the children in different parts of the school and make little books for the children on their return. This helps children to become familiar and emotionally prepared for this next stage in their learning.

The nursery environment encourages the children to become independent learners. The older children move freely between the indoors and outdoors, selecting play resources and

organising their own imaginative play. Children enjoy a varied, healthy, nutritionally balanced menu, freshly cooked each day on the premises. Staff sit amongst the children, encouraging sociable chats to develop better understanding of healthy eating. Staff also involve children in cooking activities on a weekly basis to extend the curriculum; recipes are taken from different cultures to help develop a wider palate that reflects diversity and parents are given the recipes are given to take home and try. Children help themselves to water.

Children all thoroughly enjoy outdoor play, which lays the foundations for them to adopt active lifestyle habits. They show confidence and good awareness of safety as they climb up the slides and tyre swings and manoeuvre around the pretend road with the addition of road signs. This is exhilarating for children and raises their self-esteem. Staff are deployed well throughout the setting particularly the garden, where they provide clear guidance for children about acceptable behaviour. However, on occasions, staff do not show children how to use outdoor resources in a safe and appropriate manner.

Staff provide parents are provided with a wide range of information about child health and development issues, such as the importance and relevance of outdoor play and physical activity, mathematics, early literacy, behaviour management, schools admission and the progress check at age two.

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

The provider and senior management team are very clear about their roles and responsibilities. They are united in the drive for continuous self-reflection and improvement, and communicate this very successfully to their team of loyal and dedicated staff. Views of parents and children are constantly sought, listened to and acted upon as soon as possible. For example, after January's evaluation parents highlighted concerns about starting school so the setting arranged an open evening for parents on transition. Since the last inspection, the setting have been involved in the local authority's quality assurance scheme and were recently awarded the gold standard. Future plans are exciting, and include peer observations, taking part in a pilot to fine-tune staffs' teaching skills and supporting staff to achieve an early years degree.

Management are very clear about their safeguarding responsibilities and implement rigorous and effective procedures. Staff and management keep their child protection and first aid training up to date. Staff use risk assessments very effectively to help to ensure the premises are secure and well maintained. All records and documentation required for the safe and efficient management of the setting are in place and well maintained. Recruitment, induction and performance management systems are very effective in driving improvement and safeguarding children's welfare. For example, staff have regular one-to-one supervision and a yearly appraisal. Management use these well to identify and target training needs, and to review the accuracy and effectiveness of staff's assessments on children and planning. Staff make very good use of the knowledge and skills they gain to improve their practice and outcomes for children. The provider closely monitors all

children's next steps in learning, every four to six weeks to ensure they are being met in a timely fashion. If a step has not been met, for example, when a child was on holiday, this is recorded so the provider is fully aware.

Management maintain a strong partnership with the local children's centre. For example, they take children to visit their sensory room. Staff work closely with external agencies, such as speech and language therapists and the borough's educational psychologist. As a result the setting has adopted the use of a 'Hello' song using Makaton sign language for all the children in the nursery, promoting inclusive practice within the whole setting.

Parents speak very highly of management and staff. They describe the levels of care, learning and communication as excellent. Parents have a very good understanding of the aims of the Early Years Foundation Stage and of the nursery policies and procedures because of the high level of information provided. Parents are kept fully up to date on the activity plans and projects. They are also fully involved in their children's individual progress and planning for their next steps.

The setting carries out annual evaluation with parents and staff, and takes on board other professionals' viewpoints. They are currently looking into ways to explore involving the children in evaluation of the care and education they receive. They are continuously involved in self-reflection and development of the setting; the local authority support worker confirmed this.

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. 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	EY383166
Local authority	Redbridge
Inspection number	838233
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	39
Name of provider	Kinder Day Nurseries Ltd
Date of previous inspection	08/06/2009
Telephone number	02085507847

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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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