

# Rebecca Cheetham Nursery Education Centre

Marcus Street, London, E15 3JT

<b>Inspection date</b>	27/09/2013
Previous inspection date	19/06/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 demonstrate a good knowledge of the learning and development requirements, which means that children are able to make consistent progress in relation to their starting points.
- The leadership and management of the nursery is good. The staff team work well together to meet the needs of all the children.
- Staff plan exciting learning experiences, which children enjoy. These help prepare them to develop good skills in preparation for school.
- There is an effective and supportive partnership with parents.
- Children are confident, secure and happy in the daycentre nursery.

### It is not yet outstanding because

- The outdoor area and creative room do not fully support children's development in reading
- Staff do not always take opportunities to use of open ended questions to extend children's thinking, responses and play effectively.

## 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 children's play and staff interaction, indoors and outside.
- The inspector examined documentation including a representative sample of children's records, development plans and staff appraisal records.
- The inspector had discussions with staff, children, the management and parents.

## Inspector

Ray O'Neill

## Full Report

### Information about the setting

The Rebecca Cheetham Children's Centre Daycare operates from a purpose-built building, situated in Stratford in the London Borough of Newham. Access to the centre is at ground level. The centre provides day-care provision for two- to three-year-olds and wrap around provision for three- to four-year-olds who attend the nursery during the day. Children in the day-care provision have the use of three base rooms. They share access to a sensory room and secure outdoor play areas. The centre is open every weekday from 8am until 6pm for 48 weeks of the year. The day-care provision is registered on the Early Years Register. There are currently 37 children on roll who attend a variety of sessions. There are 10 members of staff who work with the children, of whom nine hold relevant early years qualifications and one who has Qualified Teacher Status. The day-care provision supports children who have special educational needs and/or 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:

- increase children's opportunities to develop their speaking skills in all areas of learning by adults generating planned open questions and giving thinking time for children to respond
- further develop an environment which is rich in print where children can further develop their awareness about words, using name labels, labelling objects and using signs.

### Inspection judgements

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

Children make good progress in their learning and development in this well organised daycentre. Staff plan carefully to meet the individual needs of children and provide a wide variety of interesting learning opportunities. The quality of teaching is good as staff extend children's learning effectively and follow their lead. There is a good balance between child-initiated and adult-led activities and children enjoy a free flow of activities in and outdoors.

High staffing ratios enable children to move freely and choose from the different activities provided. Children form secure attachments with their key person, which makes them feel safe and happy. This results in children being confident and independent in their

explorations. Children have plenty of resources to choose from on a daily basis including a wide range of toys and equipment to help them develop their imagination. For example, play food, shopping tills, dressing up clothes and the home corner support children in their make-believe play. Attentive staff support and enhance children's learning in all rooms, providing much individual attention. However, the outdoor area and the creative room do not provide environments that support the development of children's awareness of words.

Children play enthusiastically on the climbing equipment, while staff encourage and praise their efforts. Children independently look at books and enjoy listening to stories. For example, children discuss their colour preferences and the characters when listening to the story about colourful fish. However, opportunities for children to develop their thinking and speaking skills through activities involving adult questioning are not fully developed. Children learn letters of the alphabet and letter sounds to support their literacy skills. Some children confidently recognise the initial letter of their name. The daycentre provides many activities for children to develop their understanding of number, shape, space and measures. For example, number rhymes, shape puzzles, movement sessions and sand play. Children make very good progress in their physical development as the daycentre provides plenty of opportunities and resources for physical development. For example, they use climbing apparatus, wheeled toys, hoops and balls with enthusiasm to demonstrate their climbing, balancing and running skills.

Staff plan activities based on children's specific interests, which results in them being motivated and eager to learn. Adults consistently monitor children's progress and communicate this to parents both formally and informally on a regular basis. Parents are invited to participate in their children's development and learning, through various systems of communication as well as daily interactions. Each child's key person knows their child's developmental needs and maintains a strong partnership with the child's parents.

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

Staff make children feel valued and secure because they have strong, warm relationships with children. They know the children well because they find out about children's personalities and skills when they first arrive at the daycentre. This enables staff to provide experiences that interest children. All children move around the daycentre happily, including those who only started recently, owing to the trusting relationships established with staff through the key person system. Staff adapt settling-in procedures to respond to the needs of the individual child.

Children benefit from a well-resourced environment. They show good safety awareness because staff teach children how to be safe, such as walking indoors and how to handle tools safely. Children have good self-care skills. They use the bathroom independently and wash their hands at appropriate times. Staff regularly change nappies in clean, private and comfortable areas. Staff are careful to ensure that children's preferences and special dietary needs are catered for. A daycentre cook provides healthy, appetising meals and children serve themselves fresh fruit snacks and pour their own drinks. This supports children's independence and self-care skills well. Children benefit from daily fresh air and

physical exercise through use of the resources in the outdoor area. This supports children's good health and promotes their understanding of a healthy lifestyle well. Children behave well because staff manage children's behaviour effectively. They use a good range of positive methods to motivate children to behave well. For example, they agree ground rules with children, which are phrased in a positive way. Children understand fire drill procedures and to not run in certain areas of the daycentre.

Children are prepared for the move to nursery well because staff in the centre work closely and collaboratively to support effective transition. Children learn about different ways of life and learn to accept and value difference. This is because staff discuss and celebrate special cultural and religious events with children, such as Chinese New Year, by making craft items.

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

Leadership and management is good. The daycentre runs smoothly and children's individual needs are met effectively. Staff know and understand their roles and responsibilities and are supported well by the management team. The new manager has begun to implement staff supervisions and appraisals so that systems for performance management help staff develop professionally. Management has strong insight into the quality of staff practice because they spend time observing staff in group rooms. Staff receive feedback on observations in regular supervision sessions where any issues are discussed and appropriate support is offered. Effective self-assessment means that areas of practice are continually evaluated and improved. For example, the development of more in-house training opportunities for staff has improved the quality of teaching and outcomes for children. The delivery of the educational programme is effective. Staff monitor children's progress and plan a challenging range of activities overall, that help children make good progress in their learning and development.

Staff's good understanding of safeguarding procedures means that they know how to identify any concerns if needed. All staff attend regular safeguarding training to update their knowledge. Staff are vetted comprehensively for their roles and this supports children's safety. Most of the staff are qualified in First Aid. They are deployed well to ensure that adult to child ratios are exceeded and maintained at all times. Detailed risk assessments show how staff identify and remove any possible hazards to children inside, outside and when taking children on trips out of the daycentre. All policies and procedures are in place for the smooth running of the daycentre.

Staff have strong links with a range of professionals involved in children's care and learning. For example, they work closely with the local authority area special educational needs coordinator and community health professionals to support children with special educational needs and/or disabilities. Staff and professionals in the Children's centre and nursery work effectively together to ensure a smooth transition and to ensure continuity of care. Partnership work with parents is good because staff keep parents up to date on their child's progress and provide good opportunities for parents to be involved in their child's

learning.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	132352
<b>Local authority</b>	Newham
<b>Inspection number</b>	924354
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	47
<b>Number of children on roll</b>	37
<b>Name of provider</b>	London Borough of Newham
<b>Date of previous inspection</b>	19/06/2012
<b>Telephone number</b>	0208 534 3136

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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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Piccadilly Gate  
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M1 2WD

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