

# NEWTEC (Creche)

Stratford College, 43 West Ham Lane, LONDON, E15 4PH

## Inspection date

Previous inspection date

10/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Behaviour is very good. Children have very secure relationships with the staff and the other children. Therefore they feel happy and safe.
- The partnership with parents is strong. Parents are kept well informed of their child's progress and share observations of their child's learning from home.
- Staff plan a range of interesting activities based on children's interests, consequently children are motivated, keen and are making good progress in their development.
- Children's communication and language is developing well. Staff are skilled at asking questions that encourage children to express themselves and think their ideas through.

### It is not yet outstanding because

- Some adults over direct the children when they are doing art and craft activities, limiting the children's own creativity.
- Staff do not maximise use of the outdoor play area to fully support children's progress across all seven areas of learning.

## 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 compulsory part 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 the playrooms and in the garden area.
- The inspector spoke with the practitioners working in the nursery and recorded observations of their interactions with children.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, alongside a range of other documentation.
- The inspector spoke to children throughout the inspection.
- The inspector invited the manager to carry out a joint observation and had meetings with the manager where they reviewed documentation.

## Inspector

Marilyn Peacock

## Full Report

### Information about the setting

NEWTEC (Creche) registered in 2012. It is operated by the Newham Training and Education Centre, part of East London Childcare Institute. It operates from purpose-built premises, situated in Stratford, within the London Borough of Newham. The children have the use of three play areas. In addition, they have use of associated facilities and shared access to an outdoor play area located in the organisation's nursery situated within the same building. The setting provides both full-time and part-time sessions each weekday from 8.30am to 6pm, term-time only, for parents attending adult educational classes within the centre or other educational venues within the borough. There are currently 29 children on roll in the early years age group. The setting is registered on the Early Years Register, and the compulsory part of the Childcare Register. The setting employs seven members of staff, including the manager. Of, these, all but one hold appropriate early years qualifications. The setting does not receive funding for the provision of free early years education.

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

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

- give children time to express themselves imaginatively and creatively when using media and materials
  
- take steps to improve the outdoor play area to provide rich learning opportunities across all seven areas of learning and to encourage children to become active learners.

### Inspection judgements

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

Staff have a good understanding of the seven areas of learning and how children learn. The systems they use for observation, assessment are effective in providing the staff with a realistic picture of children's learning so far. They then use this information to plan successfully to support children's progress on their individual learning journeys as they play. The staff are enthusiastic and use good teaching techniques to engage children in the activities. The children are interested and motivated to take part, as they enjoy their time at the nursery and eagerly participate in activities built around their interests. All the staff know the children well and are able to provide them with individualised support as they play. The staff take time to listen to the children and value what they say.

Consequently, the children's communication skills are developing well. Older children chat happily as they play and ask staff questions. Well-organised circle time gives the children the opportunity to share news and listen to their friends. Children enjoy greeting their friends by name in the morning. Staff help them to understand the sounds the first letters in their name make as they are individually welcomed as part of the welcome song.

Children are starting to recognise their written names and those of their friends as they self register in the morning, finding their name card from those displayed on the wall. Their art work is attractively put on display all around the room with their own annotated descriptions of their work included. However, staff over direct the youngest children engaging in art and craft in order to produce a recognisable end product. This has an impact on the children's opportunities to explore materials such as paint by themselves. The staff are skilled at helping children to explore their feeling using puppets and books. Children know they are valued and that the staff are interested in them as individuals. Therefore they are developing self-worth and self-esteem. Children are accomplished at counting and recognising familiar numbers in the environment. They count all the green bears in the water tray and place them into the green tray without prompting. They thoroughly enjoy number songs and rhymes and are keen to show their expertise in simple addition and subtraction as they sing. The outside play space is used by the staff to help children's understanding of nature. Children and staff explore under plant pots and bushes to find worms and caterpillars. The children use magnifying glasses to help them see them better. Children act out imaginative stories as they play outside, trying to find the dragon in hidden places and hiding in corners for their friends to find them.

Babies enjoy sensory play, exploring the variety of textures such as shiny paper, sponges and pumice stones in treasure baskets. They sit propped up, pulling items out of the baskets and handing them to their friends for them to explore. They giggle as the staff member rubs a sponge over their feet. They make marks in the sand tray and watch as the sand trickles through their fingers, showing interest in the different coloured objects in the sand. The staff member with them introduces them to the colours and encourages them to match them as they play. They introduce the children to number names as they play, counting up to five as the children watch with interest.

Parents play an active part in their children's learning and development. They share examples of their children's learning at home from the very start of the care arrangement to help provide a full picture of what children can do. They are encouraged to come in and look at their children's profile books and to talk to the key persons regularly. This helps them stay involved in their child's learning and development. The staff complete the required progress checks for children when they are aged between two and three years. This helps parents understand how their child is progressing and to find ways of working together with staff on areas that children may be finding more difficult.

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

The key person system is effective and helps children to form secure attachments with the staff who care for them. Children are confident, secure and happy. The youngest children

are cared for in a cosy, comfortable environment where their key person oversees their care needs. All children have clean bedding each day and effective nappy changing practises are in place to promote good hygiene practices. Children eat healthy nutritious meals and snacks and at breakfast time they sit with the staff and help themselves to cereal and toast. Drinks are readily available throughout the day so that children don't get thirsty and children are seen asking their friends if they want a drink when they are serving themselves. This reflects the harmonious environment within the nursery. Older children can manage their own personal care needs well. Staff appropriately support young children through toilet training. They learn how to wash and dry their hands at appropriate times throughout the day and before and after meals. Consequently they are beginning to understand the importance of good personal hygiene to kill the germs and stay healthy.

The learning environment is child friendly and mostly enabling so that children are becoming active learners who are curious and creative. A wide range of resources is easily accessible stored in clearly labelled, transparent boxes, which encourages children to make choices in their play. However, the outside play space is less stimulating and not so enabling. This is because there are fewer choices of activities, focusing mainly on children's physical development with climbing frames, bicycles and sand play.

The nursery values children's different cultures and heritage. The staff team speak a number of the languages used by the children and so are able to support their settling in effectively by using language that children are familiar with. Staff put examples of the children's home languages clearly on display to help them support children's acquisition of English as an additional language as they play. The staff also use picture cards to help children settle and make choices. Dolls, books, pictures and small world toys provide positive images of differences in society. Times of celebration are shared with food, activities, resources and clothing to help children's understanding of diversity.

Children's behaviour is very good. Children have strong friendships and play well together. The staff are excellent role models, using lots of effective praise and encouragement as children play. They take time to explain to children why they are praising them for example, 'good sharing', and 'that was very kind'. Children know the five golden behaviour rules of the nursery and are helped when things get a little difficult by staff who refer them back to the rules.

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

All staff have clear understanding of safeguarding. Comprehensive risk assessments are in place which cover all aspects of the environment and help ensure children are able to play safely. All staff have a good understanding of child protection and the importance of reporting any concerns promptly so that appropriate action can be taken to protect children at risk. The staff work well as a team because they know each other's strengths and plan around these to maximise learning for the children. They are deployed effectively to make sure children are fully supported at all times. Designated staff have specific roles,

such as the special educational needs worker because they are knowledgeable and experienced. Consequently, children get the help and support they need quickly to promote their inclusion and meet their needs.

The nursery management employs stringent recruitment and selection processes to ensure the suitability of staff. Regular team meetings, one to one supervisions and appraisals are held to make certain staff are fully aware of the policies and procedures of the nursery to safeguard children. The manager often works in the rooms with the staff and therefore she is able to monitor their interaction with the children. The manager also uses this time to identify the staff's strengths and any areas that they may require extra support with. Self-evaluation is realistic, and staff clearly identify actions to take to improve and build on current practice. This supports the nursery's drive for improvement in the quality of the provision and outcomes for children.

All the required paperwork is in place and completed to a high standard to meet the requirements of the Early Years Foundation Stage. For example, staff accurately record accidents and they ask parents to sign the record to show they have seen and agree them. All staff are first aid qualified, therefore they are able to administer first aid in an emergency situation to tend to the children's needs and protect their welfare. Therefore children's well being is supported effectively.

Parents are happy with the care and learning provided by the nursery. They are on site when their children are at the nursery, enabling them to check that their child is settled and content. The staff actively encourage parents to comment on the quality of the provision by completing questionnaires and attending parents' meetings. This enables them to purposefully contribute to the evaluation of the nursery. Staff provide regular verbal feedback and complete daily diaries to keep parents informed about their children's daily progress.

### **The Childcare Register**

The requirements for the compulsory 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	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>	EY454069
<b>Local authority</b>	Newham
<b>Inspection number</b>	892008
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Newham Training & Education Centre
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 5195843

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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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