

City Gates LearningLand

Inspection report for early years provision

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Inspector

Kelly Eyre

Setting address

Centreway, Axon Place, Ilford, Essex, IG1 1NL

Telephone number

0208 478 6999

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

City Gates Learning Land was registered in 2008 and is a private day nursery run by City Gates Christian Centre, a charitable organisation. It operates from a purpose-built building on a private housing estate and is situated in the Ilford area of the London Borough of Redbridge. A slope to the main entrance means that the premises are accessible. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday for 51 weeks of the year and sessions are from 07.30am to 6.30pm. The setting is registered on the Early Years Register to provide 53 places and there are currently 65 children attending who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings such as pre-schools. The nursery currently supports a number of children with special educational needs and several children who speak English as an additional language.

There are 14 staff members. Of these, 13 hold relevant childcare qualifications and one is currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Managers are motivated and have a positive approach to self-evaluation. They have strong systems in place to support the continuous review of their work, enabling them to prioritise areas for improvement and offer a service which is responsive to the needs of its users. Staff have a good knowledge of each child's needs and interests, helping to ensure that these are consistently met and children are supported in participating in the activities and daily routines of the setting. A key strength is the setting's good partnerships with parents and carers. This ensures that they are well informed about the service the setting provides and are able to exchange relevant information with staff, enabling them to provide consistent care and activities that successfully promote children's welfare and learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the assessment procedures to consistently show children's next steps and a record of their progress in order to provide further experiences which are appropriate to each child's stage of development.
- provide further opportunities for children to develop an understanding of the importance of physical activity and making healthy choices in relation to food.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as there are robust safeguarding procedures. These are reviewed regularly and the good induction procedures for staff and parents ensure that the setting's responsibilities are clearly understood. Designated staff keep up to date with training, reviewing this area of work regularly at staff meetings to ensure that all are able to work together to protect children. Stringent checks are carried out to ensure that all staff are suitable to work with children. Thorough risk assessments and daily checks ensure that hazards are minimised. Good daily practice, such as the provision of nutritious food and helping children to clean their teeth after meals, means that children's health is promoted. However, their understanding of the relevance of these practices is not fully promoted.

The manager and senior staff have a clear vision for the future, involving staff and parents in reviewing the setting's practice. Feedback is taken positively and the manager prioritises actions, introducing changes and reviewing the impact of these. Staff are supported in attending further training and gaining qualifications. This helps create a positive learning environment, where both children and staff thrive. Resources are used well to promote children's learning and development. For example, staff are deployed effectively and good use is made of community facilities, such as local shops, parks and the library, to offer children an extended range of opportunities. Managers and staff have a good understanding of anti-discrimination, enabling them to provide a service which is inclusive for all children and their families. They make sure that they understand each child's background, cultures and beliefs and encourage children to recognise and respect differences. Children's self-esteem is promoted as they are offered opportunities to talk about their beliefs, families and recent experiences. The good use of resources, such as posters and dual-language books, provides positive images and helps children to feel welcome and valued.

Good communication with all parents, including those who speak English as an additional language, results in good partnership working. Parents receive thorough information about the setting, for example, through regular newsletters, daily talks with staff and a dedicated 'Open Week' where parents can view their children's assessment files and talk with key workers. The setting also works well in partnership with other professionals such as health visitors and speech therapists, further promoting consistent, appropriate care for children.

The quality and standards of the early years provision and outcomes for children

Children make good progress in all areas of learning and are supported in achieving because staff have a secure understanding of the Early Years Foundation Stage. They observe and assess children as they play, using this information to inform activity planning. Staff can respond quickly to children's developmental needs as planning is carried out on a daily basis. This enables them to provide relevant activities to promote children's individual development. However, this is

not fully promoted because assessment procedures do not consistently show children's next steps and a clear record of their progress.

The environment is attractive and generally accessible, enabling children to make independent choices. For example, young children playing with water extend their play as they choose additional resources from nearby containers. Children's experiences are further enhanced as staff take care when setting out resources. They are aware of children's favourites but also change the resources frequently in order to offer new experiences. For example, children enjoy standing at a large tray to play with coloured gel, feeling the texture and mixing the colours. This is then changed to water for the afternoon session and children thoroughly enjoy discovering sea creatures and using the various implements such as plastic bottles, jugs, funnels and sponges.

Staff use their knowledge of each child to make the best use of their individual learning styles to promote their development. For example, they provide white boards so that children can sit and draw together. The children become animated as they discuss their drawings and with encouragement, talk about their extended families and produce self-portraits, which they examine to determine the different features. Activities such as these provide opportunities for children to extend their vocabulary and develop their communication skills. Children's emotional development is promoted as they develop secure relationships with the staff. Children show great pleasure when staff members arrive, greeting them by name and eagerly updating them on recent events. The consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Staff act as good role models and encourage children to work together to sort out any issues. Children respond positively and demonstrate a good sense of responsibility for their behaviour. Children's understanding of diversity is developed as they participate in daily discussions, access relevant resources and celebrate festivals that reflect their beliefs.

Children who speak English as an additional language are well supported and make good progress. They are supported in developing their knowledge of English but staff also value the children's own language, using key words and books in dual languages. Staff utilise other forms of communication, for example, photographic timetables. The setting's good procedures for working with parents and other professionals mean that children who have special educational needs are offered appropriate and consistent support to enable them to participate and make good progress.

Children's behaviour demonstrates that they feel safe. They are confident and are, therefore, actively involved in their learning, developing positive attitudes to this. They happily select resources and play independently or with other children and staff. Children are encouraged to be active learners and explore. For example, older children use magnifying glasses to look for bugs, handling these carefully and accessing reference books to find more information. Children develop skills for the future as they share ideas and work together. For example, children using a construction set discuss their models, comparing these to buildings they have

seen. Children have opportunities to develop early reading and writing skills. Young children enjoy making marks in the sand and learn to use paint brushes and play dough tools, whilst older children enjoy activities such as using white boards, where they talk about the letters in their names and discuss each one as they write.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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