

Rebecca Cheetham

Nursery Education Centre

Marcus Street, London, E15 3JT



Inspection date	12 November 2015
Previous inspection date	27 September 2013

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

Summary of key findings for parents

This provision is good

- Staff interact effectively with children as they play. Children receive effective support and enjoy the variety of play activities on offer. Children have good relationships, learning to share fairly and take turns.
- Staff plan focused activities in detail and with much thought. These provide beneficial learning experiences for all children. This contributes significantly to children's increasing development of skills particular to their needs.
- Staff are exemplary in their consistent implementation of effective behaviour management strategies. They help children learn how to behave responsibly and how to keep themselves and others safe.
- The senior leadership team has developed good systems for monitoring teaching and learning. It continually works towards developing the quality of teaching in order to improve the outcomes for children in each area of learning.
- Staff listen carefully to children and help them to make decisions independently. Children develop high levels of self-confidence and are keen to take part in new learning experiences.

It is not yet outstanding because:

- Different play areas across the setting do not always provide children with consistently stimulating and challenging opportunities to fully extend their play and learning.

What the setting needs to do to improve further

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

- develop play areas further to provide equally stimulating and challenging opportunities for all children to fully develop their learning, wherever they choose to play.

Inspection activities

- The inspector observed children taking part in a wide range of indoor and outdoor activities.
- The inspector talked with members of staff.
- The inspector interviewed the head teacher, acting deputy and acting assistant head.
- The inspector carried out a joint observation of an activity with the acting assistant head.
- The inspector sampled documentation, in particular documents relating to safeguarding and children's progress.

Inspector

Jill Nugent

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to promote children's health and safety. Staff undergo the necessary checks and receive ongoing support, to ensure their suitability to work with children. There is an effective system of risk assessment and safety checks to ensure children are safe and secure. Staff are well qualified and have access to a range of training opportunities to encourage their professional development. In addition, leaders carry out observations of staff's teaching and track children's progress closely. This enables them to respond to any weaker areas of learning and close gaps in achievement. For example, they recently introduced extra opportunities for children to extend their early language skills.

Quality of teaching, learning and assessment is good

Staff are well organised in their teaching and provide a wide range of learning experiences, both indoors and outdoors. Children have many good opportunities to become independent learners, especially where they are able to access a wide variety of different resources to enhance their play. Staff take care when planning activities that they lead to ensure they meet the learning needs of children with differing abilities. In this way they also provide good, focused support for children with special educational needs. Staff liaise with parents and keep them well informed about activities. Parents are actively encouraged to be involved in assessing their children's progress. There is a strong emphasis on helping children to develop good and useful skills in language, literacy and mathematics. This helps to prepare children very well for their next stage of learning.

Personal development, behaviour and welfare are good

Staff prioritise children's well-being. They are attentive to the care needs of individual children. Children are well settled and develop close friendships. They are attentive to staff and show respect for others. Children learn about diversity in the wider world when taking part in a variety of activities. At group times, children are keen to join in with activities, rhymes and songs. They enjoy mealtimes in a special eating area. The menu is healthy and nutritious. The cook is fully aware of children's individual dietary needs and accommodates these appropriately. Staff encourage children to try new foods and to clear away after themselves. Children eat well and gain independence in managing tasks for themselves. Children have a good awareness of personal safety as they play. For example, when riding or climbing outdoors, they learn to look and move with care.

Outcomes for children are good

Staff are very effective in moving children on in their learning and development. They set challenging targets for children and successfully extend each child individually. All children make good progress given their individual starting points.

Setting details

Unique reference number	132352
Local authority	Newham
Inspection number	1031603
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	90
Number of children on roll	106
Name of provider	London Borough of Newham
Date of previous inspection	27 September 2013
Telephone number	0208 534 3136

The Rebecca Cheetham Nursery Education Centre Daycare registered in 1999. It is situated in Stratford in the London Borough of Newham. It is open every weekday from 8am until 6pm for 48 weeks of the year. It receives funding for the provision of free early years education for children aged two, three and four years. A team of 23 staff work with the children. All staff hold relevant early years qualifications at level 3 and above. There are six members of staff who hold Qualified Teacher Status.

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