



## Maples Children's Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY286713
<b>Inspection date</b>	01 March 2006
<b>Inspector</b>	Shan Gwendoline Jones
<b>Setting Address</b>	Maples Nursery School, East Churchfield Road, London, W3 7LL
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<b>Registered person</b>	London Borough of Ealing
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Maples Children's Centre opened in 2005 and operates from three rooms in a single story building in the London Borough of Ealing. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 22 children aged from 6 months to under 5 years on roll. Children come from the local community. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak

English as an additional language.

The nursery employs 10 staff. All of the staff, including the manager hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through daily routines, for example, they know to wash their hands after using the toilet and before eating. Effective procedures such as, staff consistently wearing disposable gloves and aprons for nappy changing, sustain high levels of hygiene and prevent the spread of infection.

Children benefit from being offered a range of healthy and nutritious meals and snacks to enjoy, using fresh organic produce. Individual dietary needs are respected. Drinks are readily available at all times for children to help themselves. They are able to pour their own, which helps to promote their independence. Because of the positive messages staff give, children are learning that eating well is linked to staying healthy. Children sit around tables at meal times, and a relaxed and social atmosphere is created. This helps to promote their social skills and good manners.

Children relish the exercise outdoors in the fresh air everyday. They benefit from having access to a splendid well resourced out door play area. Children show delight and excitement as they initiate an excursion on a trail to find a child's home. Children are very adept at climbing ropes and balancing on the various apparatus. They are becoming proficient at negotiating their own space and have an awareness of others.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children move freely and safely around the environment, both inside and out, because staff pay good attention to ensuring potential hazards are reduced and children's safety promoted. There are effective security precautions in place, staff are very vigilant in closely supervising children to help keep children safe in the nursery. Robust safety policies and procedures are in place to further protect the well-being of the children.

Children have good opportunities to exercise their freedom of choice and independence by being able to self-select much of the equipment available for them. Play resources are stored and displayed attractively and are appealing for children. The nursery rooms are light, bright, clean and welcoming, which helps to create an environment in which children are keen to learn.

Children's welfare is safeguarded through the staff's good understanding and knowledge of child protection matters. They know how to implement local child

protection procedures as they have a clear procedure to follow should they have concerns about the wellbeing of a child. Implementation of effective systems, such as the collection of children and the recording of visitors help contribute to ensuring children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children demonstrate very good social and emotional development by their displays of happiness, engagement with learning activities and their application of imagination in activities. Children laugh with delight as they enjoy clapping and patting in rhythm to a nursery rhyme. They are provided with good opportunities to learn about features of the environment as they are involved in growing and eating their own produce, for example they grow tomatoes, pepper, maize, strawberries, potatoes and onions.

Younger children communicate effectively as the staff use a variety of strategies such as echoing, blowing kisses and using body language to demonstrate parts of their bodies. The children enjoy being together, are finding their individual voices and are learning to listen and respond. Children have a well organised rest time when classical music is played in a dimly lit room for them to sleep after lunch. The nursery is in the process of incorporating the Birth to three matters framework into their planning. The framework supports children's learning and development in their earliest years.

Young children are also beginning to develop social skills as they enjoy being in each other's company and demonstrate this by playing co-operatively together. They are learning about taking turns and giving each other time to talk. They are confident in following simple instructions, such as staff asking the children to help with tidying up and putting on their coats. They are developing good self-care skills because staff encourage the children to do up their own coats and tidy away equipment. They listen with great excitement to stories. They also select books for pleasure, hold them correctly and follow the text with their fingers. Therefore, their reading skills are developing because they understand that print carries meaning.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and play a full part in the nursery because staff value each child as an individual. They are very happy because their individual needs are met effectively within the setting. For example, by being allowed time to develop their independence, putting on their own coats and finishing their snack without being hurried. This enables them to develop their own skills, at their own pace, as well as promoting good self-esteem and confidence.

Children with special educational needs receive very good support. Their individual needs are well met through staff's sound knowledge of their routines, likes, dislikes

and means of communication. Staff work closely with other professionals to support their individual needs. Children laugh and have fun as they relate well to the staff. Their confidence and self-esteem is reinforced because of the care and kindness given to them. For example, if a child is unhappy, appropriate support and comfort is given. Consequently, the children are confident to approach them and express their needs. Children are learning to be kind and respectful towards each other because the staff are appropriate role models and set good examples. However, the behaviour management policy does not include how instances of bully will be dealt with. Good manners and consideration for others is encouraged and children are developing a sense of belonging within the nursery which creates a calm and harmonious atmosphere.

Children benefit from friendly informal relationships between staff and parents, which is enhanced by the implementation of an effective key worker system. Staff have established effective communications with parents both verbal and written. For example, staff daily exchange written information with parents about their child's day. Parents can discuss their child's progress with the key worker at any time and formal meetings are also arranged. Parents receive very good detailed information about the nursery and the service it provides; this includes the prospectus and copies of the nurseries policies and procedures. Parents spoken to at the time of the inspection speak very highly of the setting.

## **Organisation**

The organisation is good.

The manager and staff work well together as a team, consequently this is reflected in the good practice which results in the children being very happy and contented in the nursery. The staff have a clear understanding of their roles and responsibilities within the nursery. The deployment of staff is good, ensuring all children are secure and happily engaged in activities. The organisation of the nursery allows children space to explore and pursue their interests in safety. Toys and resources are easily accessible to help children choose for themselves, as a result children are developing their independence.

Most of the required documentation is in place. As a result the children's care is enhanced by the efficient and effective documentation. This is discussed with parents to ensure that their child's individual care and developmental needs are met. The children's daily attendance register is maintained, however there is no accurate record of children's arrival and departure times which could compromise their safety. There are excellent policies and procedures in place that work in practice to safeguard children's care and well being. For example, recruitment and vetting procedures are in place to ensure children are well protected and cared for by staff with relevant qualifications and experience. As a result, the setting meets the needs of the range of children for whom it provides care.

## **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the behaviour management policy includes a statement on bullying.
- ensure that the system for registering children's attendance, records their times of arrival and departure.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)