



# Matilda Community Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	119588
<b>Inspection date</b>	12 January 2007
<b>Inspector</b>	Rosemary Coburn
<b>Setting Address</b>	St Katherines Way, London, E1W 1LQ
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<b>Registered person</b>	Matilda Community Day Nursery
<b>Type of inspection</b>	Integrated
<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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Matilda Community Day nursery registered in 1992. The nursery operates from a purpose built premises on Matilda House housing estate in the London Borough of Tower Hamlets. The nursery serves a wide multi-cultural community, and is registered to care for 15 children aged between one year to five years. All children share easy access from the nursery to an enclosed secure garden. The nursery is open Monday to Friday from 08:00 - 18:00 and operates throughout the year. Part-time and full time places are offered. The nursery receives nursery education funding for seven children. There are currently nine children on roll aged from 18 months to under five years old. There are no children with special needs. There are seven children for whom English is a second language. The nursery employs 4 full-time and 1 part-time staff all of whom hold early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about good personal hygiene through effective daily routines and the staff's own good practice which prevents cross infection. Children follow good routines such as washing their hands before eating and after visiting the toilet. However, the lack of explanation means that children are not effectively taught to understand the reason or the importance of good personal hygiene. The manager is the only member of staff who holds a current first aid certificate, however, staff are in the process of updating their first aid certificates and they are able to manage any first aid issues in the absence of the manager.

Children receive nutritious snacks and meals that help them understand foods that are good for them. Children enjoyed a shopping trip to buy brown bread and choose sandwich fillings for teatime. This helps them to develop healthy eating practices. The cook has a good understanding of healthy eating for under fives and plans and cooks nutritious meals that take account of the individual dietary needs of children. Children are encouraged to help themselves to fresh drinking water from a water cooler which is easily accessible to them at all times.

Children play outside in a well designed outdoor play area that includes large and small apparatus which are easily accessible to all children. Outings to the park and use of local amenities such as, for example, the nearby docks and local supermarket gives children plenty of opportunity to develop physical skills.

Staff use the Birth to three framework to support children's learning and development. For example, different size paint brushes, crayons and pencils are readily available for children to choose from to help in the development of their mark making skills and hand-eye co-ordination. Staff treat mealtimes as an opportunity to help children enjoy their food and become independent in feeding themselves.

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

The provision is good.

Children are cared for in a warm, clean and welcoming environment with displays of children's work. This shows that staff value children's contributions. Children benefit from playing in a spacious well organised environment. This allows them to move around independently and play safely. Staff deployment is good and ensures that children are well supervised. Staff regularly check sleeping children to ensure their safety and well-being. Toys and resources are carefully selected to ensure they are suitable and support children's individual needs.

Children are closely supervised when playing outdoors. It is fully enclosed and the area is risk assessed before children play. Large play equipment is secure and well maintained ensuring that it is suitable for children's use. Children benefit from a good range of safety measures. For example, regular fire drills help children learn how to leave the premises quickly and safely.

Procedures for taking children on local trips include bringing a fully charged mobile phone, ensuring that emergency contact numbers are on hand and taking a suitably stocked first aid kit. Effective child protection procedures promote and safeguard children's welfare within the setting. This means that children's well-being is well supported.

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

The provision is good.

Staff have regular team meetings to discuss and plan stimulating and well balanced activities which include quiet and active games for children of all ages. This supports children in making good progress in all areas of the foundation stages. For example, two young children joined in a musical activity which included songs and rhymes. Children were able to explore and experiment with their body by clapping and moving in response to the music, while and using their voice to sing.

Activities are both adult initiated as well as child-centred which supports children in developing their self assurance through the close relationships they are developing with staff. For example, a three-year-old boy said "I want to do some painting" and separated from his key worker. A twenty month old girl then walked up to the table and sat down to do some painting as well. This means that young children can become skilful communicators through making their own choices, and competent learners through listening and responding appropriately to the language of others.

### **Nursery education**

The quality of teaching and learning is good. Staff identify the next steps for each child and ensure these are focussed on during individual and group activities for each child. Children are making good progress towards all of the early learning goals. Staff have a secure knowledge and understanding of the Foundation Stage and use this knowledge to provide children with a stimulating learning environment. For example, staff planning for four to five years olds includes a yearly overview of topics, individual events, interests and planned activities such as 'All about Me', 'Animals', 'Journeys', 'Mini Beasts'. and 'Growing'. Children's learning priorities are supported through a good range and depth of key stories, songs and rhymes, role play ideas, events and trips and special resources.

Children behave very well. They have developed a strong sense of right and wrong and they are fully aware of what is expected of them. Children are developing good relationships and get on well with peers and adults. For example, children understand the need to share and take turns through meaningful learning opportunities to support their individual needs. This ensures good relationships and harmony.

Children speak very confidently to peers and adults. For example, while watching a children's programme staff interacted very well with the children. Staff engaged in meaningful conversations while asking children open ended questions such as "what happen there?" and " can you say that?". A three-year-old child got up and peeped through the window and said "it's getting dark now we have to go home". This means that children have self confidence to

speaking to others about their wants and needs as they are supported in becoming skilful communicators.

Children's understanding of space, shape and measure is well supported and they learn how to use numbers in everyday situations. For example, after children had been on a shopping trip to the local supermarket, two three-year-olds engaged in a shopping list game which provided them with the opportunity to use mathematical language in play and develop confidence with numbers while taking turns.

Children learn about different cultures and beliefs through well planned topics such as, for example, houses and homes, and religious festivals. Children learn about their environment through visits to local amenities. For example, children visited the local docks on the way back from their trip to the supermarket. This provided children with the opportunity to find out about and identify features in the place where they live and the natural world. However, there are limited opportunities for children to use of everyday technology to support their learning.

Children are encouraged to use their imagination and express their ideas creatively in a variety of different ways. For example, a three-year-old girl said that she wanted to paint a picture in blue and then chose the colour blue. This means that children are able to differentiate different colours. Children enjoy exploring musical instruments and learning about the sounds instruments make. Children respond enthusiastically to musical activities with body movement while joining in with favourite songs.

Staff make very good use of daily routines, activities, free play and incidental opportunities to extend children's learning. Staff use lots of praise and encouragement to build children's confidence and self-esteem. Staff show a good understanding of how children learn. They take age and needs into account and adapt their approach to meet children's individual needs. Staff listen and respond to what children have to say and question them appropriately. Staff make good links between their plans and regular and effective assessments to help children make progress.

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

The provision is good.

Children behave well and benefit from an equal opportunities policy which is clear. Children learn about different cultures and beliefs through well-planned topics and activities which explore their environment and celebrate diversity. For example, children have an awareness of and show an interest and enjoyment of cultural and religious differences through the diversity in meals provided and good relationships that are developed through respect for other peoples needs and positive staff role models. There are good systems in place to support children who have special needs. For example, children's learning needs are agreed with the key worker and parents and then appropriately discussed in team meetings. This supports children in enjoying respectful relationships with adults and each other, as they develop confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership between parents and staff is good. Close liaison with parents, carers and where applicable outside agencies, ensures that parents are involved with children's learning, and all

children's needs are well-planned for and met. For example, staff make regular observations and record achievements in children's profiles This helps to ensure children receive individual care and attention and supports children's progress towards the early learning goals.

### **Organisation**

The organisation is good.

There are appropriate recruitment procedures in place which ensures that staff are suitably vetted and qualified. Staff understand their roles and responsibilities in developing children's learning and they are suitably deployed to ensure the safety and welfare of children. The staff complement does not currently include a named deputy who is able to take charge in the absence of the manager, however, there is no adverse impact on the children as staff are very competent.

All documentation, policies and procedures required for safe and effective management of the nursery is in place. This contributes to the welfare and education of the children, and helps staff to work well together so that all children can make progress. Records on children and staff are securely locked away. There is a complaints procedure in place, however parents are not provided with the address of Ofsted if they have complaint.

Leadership and management of the nursery is good. Staff have regular team meetings to discuss the foundation stages. The person in charge has relevant training and qualifications and regularly updates her knowledge of current childcare practices to support the care and education of the children. Staff are in the process of updating their first aid certificates and they are able to manage any first aid issues in the absence of the manager.

### **Improvements since the last inspection**

At the last care inspection a recommendation was raised relating to minimising hazards by ensuring that risk assessments are kept up to date. Staff deployment is good and ensures that children are well supervised at all times. The outdoor area is fully enclosed and risk assessed before children play. Children are closely supervised when playing outdoors. Large play equipment is secure and well maintained ensuring that it is suitable for children's use.

At the last nursery inspection the key issue was to consider using all opportunities to foster children's personal independence, for example, at refreshment and meal times and in details of personal hygiene. Children are encouraged to follow good routines such as washing their hands before eating and after visiting the toilet. Children are encouraged to help themselves to fresh drinking water from a water cooler which is easily accessible to them at all times. Regular fire drills help children learn how to leave the premises quickly and safely.

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

Since the last inspection there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

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 AND NURSERY EDUCATION**

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.

The quality and standards of the nursery education are good.

### **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 that parents are provided with procedures to follow if they have a complaint, which include the address of Ofsted.
- ensure that there are sufficient numbers of trained first aid staff on the premises at any given time.
- ensure that there is a named deputy who is able to take charge in the absence of the manager

#### **The quality and standards of the nursery education**

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

- ensure that children have everyday opportunities to explore and investigate using ICT apparatus or programmable toys to support their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)