

Market Day Nursery

Inspection report for early years provision

Unique Reference Number	144621
Inspection date	02 October 2007
Inspector	Liz Corr
Setting Address	Wilde Close, Pownall Road, London, E8 4JS
Telephone number	020-7241-0978
E-mail	
Registered person	The Market Nursery Limited
Type of inspection	Integrated
Type of care	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.

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?

Market Day Nursery was registered in 1995 and first opened in 1975. It is managed by a parents management committee. It is situated in the E8 area of the London borough of Hackney and operates from the basement and ground floor of a large Victorian house with offices on the first floor. The younger children access a playroom on the basement level and the pre-school children have access to three playrooms on the ground floor. All children use the dining room and toilet facilities on the basement level and have access to an enclosed outdoor play area. The nursery serves the local and wider community and operates from Monday to Friday from 08:00 to 18:00 for 48 weeks a year. The nursery provides an additional service for six children aged up to eight years for breakfast and after school provision.

There are currently 20 children on roll, 13 of whom receive nursery education. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities. Children with English as an additional language also attend.

The nursery employs six members of staff who work with the children. All have suitable early years qualifications. The setting receives support from the Learning Trust in Hackney and has gained a Quality Assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted as staff implement effective hygiene procedures to minimise the risk of cross infection. A member of staff is employed to promote good hygiene which ensures that the sinks and toilets are clean and soap and hand towels are in good supply. Children learn to wash their hands independently especially before meals and before cooking activities. Suitable procedures are followed to ensure that nappies are hygienically changed with staff wearing aprons and gloves.

Children's health is protected by the effective sickness procedure which is available for parents in writing. Permission is given by parents for any medication and for emergency medical treatment. Accidents are well recorded and a good compliment of staff hold first aid certificates. Therefore children will be well cared for if they have an accident. Children's records hold details of their individual health needs and food allergies are well displayed to further protect their health.

There are good opportunities for children to take part in physical play and enjoy fresh air in the outdoor play area. A fixed climbing frame with a soft surface provides some physical challenges as they learn to climb, slide and balance. There is space for children to run freely and negotiate space as they learn to use wheeled toys such as bikes.

Children enjoy freshly cooked food made on the premises. They are provided with three meals each day in a separate dining area. Menus are prepared in advance and take into account any individual dietary needs. Children have access to fresh drinking water throughout the day

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children receive a warm welcome into the setting. Their work is attractively displayed throughout the setting which helps to promote their self-esteem and a child friendly atmosphere. They access a good supply of play equipment which is well organised and easily accessible. Furniture for eating and sleeping is comfortable and in good supply.

There are efficient systems in place to ensure the premises are safe. Regular risk assessments take place, outside agencies provide guidance and support to ensure staff identify potential hazards. Children are learning how to keep themselves safe as they regularly practise the emergency evacuation procedure. Staff talk to children about potential dangers, for example, when making toast as part of an activity, they are reminded that the toaster will get hot and to stand well back. They are encouraged to keep their environment safe by sweeping up the sand that has fallen from the tray and even younger children enjoy helping with this.

Children's well-being is protected by clear procedures for reporting child protection concerns. Guidance is displayed throughout the setting. Procedures to report allegations against staff have the appropriate steps to take with the exception of informing the regulator.

Helping children achieve well and enjoy what they do

The provision is good.

Children play and learn in two groups. Younger children can easily access play materials which are stored within their reach and are clearly identified by photographs on the front of the containers. They enjoy opportunities to make sense of what they see, hear, smell and touch as they become immersed in sand play. The staff are nearby and help children to fill their sand toys and make castles. If children become upset staff quickly assist and support them. They are beginning to re-enact familiar scenes as they pretend to make cups of tea for the adults.

Children respond positively to songs and stories and indicate to staff the books they would like to read. Staff respond well as they sit at the child's level and read with them. However, books are not always easily accessible and are sometimes stored on a shelf. As a result children have a limited choice and are unable to easily select. They are developing their vocabulary as staff constantly talk and sing with them. While singing the Wheels on the Bus, one child talks excitedly about a bell. Staff listen appropriately and explain to the others that this child doesn't travel on the bus but on a bicycle which also has a bell. They enjoy opportunities for playing instruments and dancing to musical tapes.

Meal times are social occasions, during lunch both ages groups eat together. Staff talk to children talking about their meal and explain that the cook has made the burgers herself. They are encouraged to eat independently and one child is reminded how well they cut up their sausages the day before. Some children are able to help themselves to water but there are few opportunities for children to increase their independence skills by serving themselves and making choices. While some staff leave the table to organise their puddings children become restless.

Nursery Education

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage and regularly update their knowledge. There are good systems in place for staff to plan activities and record children's progress. Progress reports are provided regularly throughout the year. However, observations of children do not provide information of how staff will plan for the next stage of their learning.

Effective teaching methods are used when demonstrating new tasks. Children are organised into small groups and as a result receive good adult support. At the beginning of a toast making activity, staff show them all the things they will be using such as, the bread, the butter and the spreads. At the end of the activity staff consolidate their learning as children are encouraged to talk through how they reached their end result. Consequently children concentrate well and are keen to share their experiences from home as staff listen to each child. Skilful techniques are used to promote their interest as each child is asked how the bread felt before it was toasted and how it feels afterwards. Staff have high expectations of children's behaviour and clearly explain how they must keep themselves safe by not touching the toaster and standing well back. They respond well to instructions and keenly participate in the activity.

Children make good progress in their personal, social and emotional development as they explore real and imagined experiences. They are delighted when staff pretend to be a patient while they dress up as medical staff. The adult encourages them to use items from the medical kit to help find out what is wrong with their patient. Children have opportunities to describe how they are feeling during organised activities. They draw their expressions on cut out faces

to describe if they are feeling happy or sad. This helps to promote their self esteem as staff listen to children individually.

Children are developing effective skills in their communication language and literacy as they independently access a good range of books, they listen well during group story sessions. They enjoy regular opportunities to practise early writing skills in the writing area.

Children are confidently exploring numbers, shape, space and measure during everyday activities. As they spread toppings on their toast they are learning mathematical language as they are encouraged to cut their toast into halves and then quarters. They become familiar with numbers as they are displayed throughout the environment and have enjoyed using a computer program to create number pictures which are clearly displayed.

Children are learning to explore and investigate their environment and develop a good understanding of the world they live in. They have been involved in a project about farming. Consequently they are beginning to understand where food comes from and this supports their current topic on breakfasts. Children have access to a good supply of programmable equipment such as phones, calculators, torches and computers and are learning to use this equipment confidently.

Children are making good progress in their creative development. They use a broad range of materials to develop their knowledge of texture, colour and shape. They use everyday equipment to make patterns with paint such as, the wheels of their toys cars and trucks. They have made maps using collage with different colours representing water, grass and roads. They enjoy spontaneous opportunities to extend their imaginative play as staff suggest she become their patient during a dressing up activity. They happily find the medical kit and think of ways to make their patient better.

Children have good opportunities to develop their fine motor skills as they easily access pens, pencils and crayons. They are encouraged to use these skills to cut up their food at lunch using their knife and fork.

Helping children make a positive contribution

The provision is good.

Children learn to value diversity as they celebrate a range of different cultures such as Black History Month and Chinese New Year. Parents sometimes share ideas for multi-cultural menus and children enjoy trips to local shops to purchase a range of cultural foods. Many resources reflect images of diversity which helps children to develop a positive image of themselves and people in the wider world. They enjoy dressing up in saris and playing with multi-cultural dolls. Good information is recorded for each child's needs which means staff can provide individual care.

Staff are experienced in providing care for children with learning difficulties and/or disabilities. Good links have been formed with outside agencies so staff can access further good support for children and parents.

Children are generally well behaved and receive regular praise and encouragement throughout the day. Older children learn clear boundaries as staff explain what is expected of them during activities such as, making toast. Staff are keen to develop valuable support from outside agencies to promote their behaviour management techniques. Mostly children receive positive

reinforcement and clear explanations as to why something is not acceptable. Although, younger children are sometimes told 'No' as a starting point before their behaviour is redirected. Older children are beginning to show kindness to each other. When a younger child becomes upset on the rocker in the garden, one child strokes their back soothingly and another child gently leads them to a member of staff. This helps to promote their social, moral, spiritual and cultural development.

Children benefit from effective relationships between staff and parents. Informal discussions take place each day so parents are aware of their child's progress. Parents are provided with a hand book at the beginning of the placement which explains the day to day running of the nursery. One parent expressed their satisfaction with the service as her child has progressed well socially and she felt supported by staff through their toilet training stage. A clear complaints procedure is in place including details of how to contact the regulator.

The partnership between parents of older children is good. Written progress reports are provided to parents on a regular basis as well as updates for up and coming projects. Written guidance provides ideas for parents to support their child's learning. Staff are available to discuss children's progress each day. However, formal systems have not been set up to ensure all parents meet with staff to discuss their child's progress reports in order to be fully involved in their learning.

Organisation

The organisation is good.

Children benefit from being cared for by a consistent staff team who are suitably qualified and know the children well. They have a clear understanding of their roles and responsibilities and work well together offering support to each other when needed. Child care staff are supported in their work by administrative, domestic and catering staff. Some of the team have extra responsibilities for behaviour management, special needs and health and safety. Efficient systems ensure their specialist knowledge is shared with the rest of the team during team meetings and training sessions. The setting is organised effectively so children are grouped according to their age and stage of ability. Older children take part in focused activities in smaller groups which helps to promote their learning. The staff are committed to improving their practise and have formed effective relationship with outside agencies to support their work.

Facilities for a breakfast and after school service have been developed for six children aged up to eight years who attend the local school. This ensures that older siblings of children at the setting can also be cared here, therefore providing a flexible service for parents. Appropriate resources, documentation and equipment are available to cater for school age children.

The leadership and management is good. The manager has an effective understanding of the Foundation Stage and secure systems in place to ensure staff have time to assess, plan and record the progress of children for the early learning goals. The manager has a clear vision for improving the service by providing further training for staff development. However, staff do not include the six areas of learning for outdoor play all year round. There are good systems in place for parents to extend their children's learning as staff share ideas to promote their learning at home.

The setting is meeting the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Care inspection one recommendation was made. As a result improvements have been made to the complaints procedure and parents have clear guidelines for how to make a complaint including details of the regulator. This has helped to promote the welfare and safety of children at the setting.

At the last Nursery Education inspection two recommendations were made. As a result planning for children's learning is now clearly linked to the early learning goals and children have more opportunities for extending their mathematical development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required 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.

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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):

- improve opportunities at lunch time to enable children to develop independence skills

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):

- improve systems for assessing children's progress by identifying the next steps for their learning and improve planning of outdoor play to include six areas of learning all year round

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