

# Queen Mary's Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	119609
<b>Inspection date</b>	27 February 2008
<b>Inspector</b>	Anne Archer
<b>Setting Address</b>	Tidey Street, Bow, London, E3 4DD
<b>Telephone number</b>	0207 987 3058
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<b>Registered person</b>	London Borough of Tower Hamlets
<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Queen Mary's Day Nursery is a satellite setting of Queen Mary's Children's Centre and is run by Tower Hamlets Children's Service. The nursery opened in the 1930's and is located in a two-storey building in a residential area of Bow in East London. A maximum of 35 children may attend the nursery at any one time. It is open between 08:00 and 17:20 all year round except for Christmas, Bank Holidays and five staff training days a year. All children share access to a secure enclosed outdoor play area.

There are currently 26 children on roll aged from eighteen months to four years. Of these, seven children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery employs 10 staff, including an early years teacher, and all hold appropriate qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's health is promoted extremely effectively throughout the nursery as the conscientious staff team adhere to meticulous hygiene routines including when changing nappies and when preparing areas for meal times. The nursery has a cleaner employed during the day to ensure a high level of cleanliness throughout the nursery. Children are enthusiastically encouraged to learn about and adopt simple personal hygiene routines such as washing and drying their hands after going to the toilet and before eating and they learn how to use tissues successfully to wipe their noses. This sustained level of hygiene helps to prevent the spread of infection.

Children's welfare is successfully safeguarded because there is always a member of staff on duty in each room who has a current certificate in paediatric first aid and is sufficiently confident to administer treatment in the event of an accident. Accidents are clearly recorded and a parental signature is sought for each entry. There are efficient and highly effective procedures practised when a child becomes unwell at nursery and parents provide written consent for staff to seek medical advice or treatment in the event of an emergency. Written consent and if necessary training is sought before medication is administered.

Children of all ages begin to develop physical skills as they take part in exciting activities including dance and music and movement to develop their balance, spatial awareness and confidence. There are a range of highly sought after vehicles which children pedal around the playground developing their navigational skills and improving their ability to stop when necessary. There is an excellent range of resources to develop hand-eye co-ordination and they are well used by the children. Those children that need to rest can do so in quiet surroundings on their own individual bedding. Children learn about bodily awareness as they talk about putting on their coats before playing outside to stay warm. Those children situated in the green room on the first floor, quickly learn to safely negotiate the flight of stairs.

Children have individual water bottles and are encouraged to take regular drinks. Healthy snacks are provided each morning and afternoon which include a variety of fruit such as melon, oranges and plums with a drink of milk or fruit juice. Nutritious lunches are supplied by an outside caterer. The manager has input into the three-weekly menu which is displayed for parents. Halal meat is used to ensure the meals provided meet children's individual dietary needs taking account of their cultural and religious requirements. Meal times are a relaxed and social occasion with staff eating alongside the children and offering them support and encouragement in the friendly atmosphere.

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

The provision is outstanding.

Children are cared for in an exceptionally well-presented, welcoming environment where management and staff are fully aware of children's developing abilities and ensure effective measures are taken to avoid dangerous situations occurring whilst ensuring that children learn how to maintain their own safety. This enables children to move around the indoor and outside areas of the nursery safely and independently. There are clear procedures and good practices in place relating for instance, to security, risk assessment, fire safety and road safety precautions when taking children out into the local community, which reduces the opportunity for potential accidents and incidents to occur.

Children learn about the importance of safety as they respond to very clear guidelines from staff during both indoor and outside activities. For example, children are reminded to hold on to the banister rail as they walk up or down the stairs from the green room so that they do not fall. Children are able to choose from a substantial range of good quality toys and resources, and these and the furniture and equipment are regularly maintained to ensure children's health and safety when using them. Children's wellbeing is fully safeguarded by staff's comprehensive knowledge and understanding of child protection related issues and procedures and their dedication to their responsibilities.

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

The provision is outstanding.

Children settle well at the nursery because they and their parents are warmly welcomed by the staff. The environment is decorated attractively with colourful displays and posters which include examples of children's art work and so attract their attention. Children quickly gain confidence through routines and the close relationships they develop with the consistent staff team. Children develop independence and self-esteem as they express their ideas during play using the vast range of resources which attract their interest. Staff working with children under the age of three take account of the 'Birth to three matters' framework, using their regular observations to assess children's level of development so enabling them to plan meaningful activities that respond to children's interests as well as their stage of development. Children for whom English is an additional language are very well-supported and they quickly learn to understand and communicate with staff and other children.

### **Nursery Education**

All funded children are three-years-old. They show high levels of confidence derived from their obvious feelings of security and sense of belonging. Their personal, social and emotional development is very effectively promoted as they work through activities with the extremely caring and supportive staff. Children actively participate in activities and are keen to try new experiences. For example, children in the blue room after a slight initial reluctance about getting their hands dirty, really enjoy making circular patterns and forming letters in the paint using their fingers. Children show excellent attitudes to learning, they encourage each other and are learning from each other. The three-year-olds are very independent, they put on their own aprons, wash their hands and dry them with paper towels, often without being reminded. Children remember the routine for labelling their work and help to tidy up.

The quality of teaching and learning is outstanding. The teacher's use and comprehensive working knowledge of the Foundation Stage curriculum means that children make excellent progress as they work towards the early learning goals. The teacher, in consultation with staff, devises the long and medium term plans whilst the staff in each room complete the short term plans of activities taking particular account of the children's learning needs and interests. This ensures a highly effective and carefully balanced programme is offered across the stepping stones and development areas. Staff expertly use observations and assessments that include stepping stones as targets for individual children. Each child has an individual learning plan which is discussed with parents. Core learning under mathematical development and communication, language and literacy is threaded through many activities to fully consolidate children's understanding in key areas. Children receive an extremely interesting and purposeful range of experiences and with the excellent staff support they are able to make the most of all learning opportunities.

Excellent opportunities are offered to children to learn about sounds and link them to letters. Staff help children to identify sounds in their name and use pure sounds in a wealth of activities and games intrinsically linked across the curriculum. There are a wide range of reading materials available to children. They handle books carefully, share stories in small groups and participate in a reading scheme. A wealth of mark-making materials are easily accessible to children such as chalks, crayons and felt tip pens. Each child has a writing book where they practise pre-writing skills and, with support, start to form recognisable letters. Staff introduce new vocabulary to children and then very effectively consolidate this learning with exciting props such as a 'feely box'.

Children's mathematical development is very well-supported as they play. For example, children count and sing songs and number rhymes as they play. They learn the meaning of numbers as they count how many steps there are up to the first floor and talk with staff about trips to the shops asking how much shall we buy and how much will it all cost. Children learn about quantity, shape and size as they fill bottles with sand. Children's knowledge and understanding of the world is successfully developed through a wide range of activities such as when the imaginary play area becomes a vet's and the children learn about caring for pets and other animals or when they learn about the postal system by helping to write a letter, address the envelope and go out in small groups to post them. Children learn about change during cooking activities as they prepare the mixture and then see it again after it has been cooked. Computer games are used to reinforce children's learning and a computer is available in each of the three play rooms for children to freely access throughout the session.

Children have lots of fun as they develop creatively. They enjoy drama and dance as they become an imaginary person. They learn to move creatively and freely to music using their bodies in different ways. Children use a range of musical instruments as they learn about soft and loud sounds. They experiment freely with paint, chalks and cutting and sticking activities, choosing their own colours and materials. Imaginary play areas are well-resourced with a wide range of realistic equipment and materials. Children enjoy making up their own games, particularly when playing outside, which provides opportunities for playing co-operatively and developing confidence as they make sense of the world around them. Overall, children make outstanding progress towards the early learning goals.

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

The provision is outstanding.

Children show confidence in their relationships with staff and flourish in the warm, caring environment because they are clearly valued and respected as individuals. This promotes a sense of well-being and supports their emotional development. Dedicated staff work closely with parents and carers to meet children's individual needs, to ensure each child is fully included in the life of the nursery and is supported and encouraged to fulfil their potential. Staff teach children to communicate using Makaton signing so that those children who do not share a language can communicate with each other. Children are provided with many opportunities to explore, acknowledge and value similarities and differences between themselves and others. This is supported by an extensive range of displays and resources for the children to play with which reflect positive images of culture, ethnicity, gender and disability.

Children behave very well and they are polite as they respond to the praise and clear, consistent guidelines set by all staff. Older children are familiar with and show some understanding of rules while all enjoy the security of well-established routines. Staff deal with unwanted behaviour sensitively and consistently taking into account individual children's level of understanding

and maturity. Children learn from an early age the importance of sharing and taking turns because staff support them through their decision making. Children's spiritual, moral, social and cultural development is fostered.

Children's care, welfare and development are comprehensively promoted through the committed and highly valued working relationships fostered with parents and carers. Parents' views about their child's needs and interests are sought and home visits provide an opportunity for key staff to observe children in familiar surroundings before they start at the nursery. The information gained is used by staff to support and settle the child. Key-workers liaise closely with parents throughout the child's stay at the nursery. For example, after three weeks a settling-in meeting takes place and then regular three-monthly reviews are arranged to provide parents with the opportunity to discuss their child's development and progress. Parents are actively encouraged to participate in their child's learning and are encouraged to attend the monthly activity sessions which staff put on to provide parents with ideas to support and extend their child's learning at home. A toy library is regularly held to enable parents to borrow toys and resources for their children to use at home. Parents' comments and concerns are taken very seriously by the management team and there is a comprehensive procedure for dealing with and recording complaints.

Partnership with parents and carers is outstanding. Parents of children in receipt of funded nursery education receive useful information about the Foundation Stage curriculum and practitioners display planning details and offer ideas about how children's learning can be reinforced at home. The quarterly parent meetings are an opportunity for parents to meet with their child's key-worker privately, look at their child's development folder together and discuss their child's next steps in their progress along the stepping stones towards the early learning goals. Parents feel valued and involved in their child's learning.

## **Organisation**

The organisation is outstanding.

The professional way in which the nursery is organised ensures that children are exceedingly well cared for by dedicated, committed staff. Comprehensive staff support and appraisal systems function extremely effectively and staff training and personal development are actively encouraged. Fully established practices protect children and effectively promote all outcomes for children. Space and resources are very well-organised and children are able to make choices and develop their ideas as they play. Staff support children exceedingly well during activities and routines while younger children in particular receive caring support and encouragement as they begin to develop basic skills and become familiar with nursery routines. Children's care and welfare is further safeguarded by the well-established, comprehensive documentation and record keeping systems.

Leadership and management is outstanding. The management team is proactive in ensuring that the good practice of all staff contributes to children's health, safety, enjoyment and achievement and ability to take an active part in the life of the nursery. The clear aims and objectives for the provision of nursery education are maintained with the support of the early years teacher and management closely monitor and evaluate the educational programme, taking appropriate action to improve and develop as required. For instance, the preparation for the introduction of the Early Years Foundation Stage later this year. Overall, children's needs are met.

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

At the last care inspection the nursery was asked to ensure that children's times of arrival and departure are recorded on the daily register and to ensure staff are deployed effectively after lunch. Both recommendations have been met to enhance the level of care provided for children.

At the last inspection of funded nursery education, the nursery was asked to provide children with a wider range of opportunities for writing during a variety of activities. The nursery staff make writing materials available for children to access throughout the day both indoors and outside on designated writing tables and they are also available in the imaginary play areas for mark-making and writing for different purposes. Children also use writing materials when participating in activities to develop their knowledge and understanding of the world such as when writing letters and then going out into the local community to post them.

### **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 mat 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

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

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)