



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119587

DfES Number: 583854

### INSPECTION DETAILS

Inspection Date 02/03/2005  
Inspector Name Amanda Joy

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Mary Sambrook Childrens Centre  
Setting Address Mary Sambrook Childrens Centre  
125 The Highway  
London  
E1 9BP

### REGISTERED PROVIDER DETAILS

Name London Borough of Tower Hamlets

### ORGANISATION DETAILS

Name London Borough of Tower Hamlets  
Address Mulberry Place, 5 Clove Crescent  
London  
E14 2BG

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Mary Sambrook Centre opened in 1971. It operates from three playrooms in a single story purpose built building. It is situated in the Wapping area of East London. The Early Years Service within the Education Directorate manages the centre. The nursery provides care for children in need living within the local community. There are three mixed group rooms comprising of a maximum of 11 children in two of the rooms and 8 in the third room. The age range is from 18 months to 5 years.

The nursery opens five days a week all year round. It is open from 08:00am to 17:30, sessions operate from 09:30 to 12:30 and 12:30 to 15:30.

There are currently 27 children from 18 months to 5 years on roll. This includes five funded three year olds and one funded four year old. Children attend for a variety of sessions. The setting supports children who have additional needs and who speak English as an additional language.

The manager and deputy are supernumerary, one part time and seven full time staff work directly with the children. All but one member of staff have early years qualifications equivalent to NVQ level 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the Early Years Inclusion Co-ordinator and other professional agencies.

The nursery is currently working towards accreditation through the National Day Nursery Association (NDNA).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Mary Sambrook Nursery provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Children are quietly confident and secure in the setting, they behave well in response to the clear expectations of staff. Staff have a sound knowledge of the stepping stones and early learning goals. Good observations and assessments are in use and plans effectively identify how to move children onto the next stage of learning. Resources and accommodation are used very effectively, children enjoy the varied activities and are developing well. There is a strong emphasis on inclusion and very effective systems are in place to support children with additional needs and who speak English as an additional language.

The leadership and management is very good. The manager gives excellent direction for the care and education of children, she has very clear, appropriate aims for the children's care and education, which is cascaded down and shared by staff. The manager works closely with her deputy to ensure the smooth running of the educational plan. There is a very strong emphasis on improving nursery education, excellent systems are in place to effectively review and develop current practice. Staff have good opportunities to attend training courses to further develop their knowledge and skills.

Partnership with parents is very good. Staff work very closely with parents to support children's learning, staff are friendly and encourage parents to be involved, parents feel valued and respected. Information regarding current topics and what children are learning is displayed in the entrance area and on notice boards in the group rooms. An effective key worker is in operation and parents can access children's records at any time.

### What is being done well?

- Staff use excellent strategies to promote good behaviour and consideration for others. Staff are good role models, they speak to the children warmly and with respect. Children respond well to staffs clear expectations and consistent boundaries. A positive re-inforcement chart is used in all rooms to promote good behaviour. All children are rewarded with displays of what they have done well during the day.
- Staff have a sound understanding of the stepping stones towards the early learning goals. Staff are committed to meeting the individual needs of children. The planning, preparation and evaluation of activities is very good. The staff closely monitor children's progress and offer appropriate challenges and support to meet the specific needs of children and move them on effectively to the next stage of learning.

- Leadership and management of the setting is very good, the manager and deputy work closely together and are committed to ongoing change and improvement. They have worked hard in leading staff to make continuous improvements to improve care and education for all children. Excellent systems are in place to monitor and identify strengths and weaknesses.
- Children with additional needs are very well supported within the setting. Staff work closely with parents and other professional agencies to ensure they find out all they can about children's specific needs. There is a strong emphasis on inclusion, activities and equipment are adapted as necessary and all children are made to feel valued and included.
- Children learn positively about diversity in a variety of ways including celebrating a range of festivals and valuing each other's languages and cultures through activities, music and resources.
- Children's creative development is very good. They have frequent opportunities to explore their thoughts, feelings and ideas using a wide range of media and materials including dough, pasta, paint, chalk, collage, coloured pencils and crayons.

#### **What needs to be improved?**

- systems to further develop parents involvement in learning.

#### **What has improved since the last inspection?**

The nursery has made very good progress since the last inspection. A very detailed written action plan has been drawn up and followed.

Children have access to pens and crayons for a variety of purposes. A well resourced office area is based in each room and children are able to select pens and paper freely. Children are encouraged to use them and develop their pencil control. Evidence of children's work is displayed around the nursery and in their individual workbooks and folders.

Children are encouraged and enabled to express their ideas and convey feelings through a wide range of well planned activities and through the use of an excellent range of resources. A role play area is based in each room and children are encouraged to access this freely. The theme is changed regularly to sustain children's interest and is often planned in relation to the current theme.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and very interested to learn, displaying high levels of concentration, for example, as they play with maxi-coloredo pegs. Staff have excellent relationships with children and know them well. They manage children's behaviour sensitively and consistently reinforcing positive behaviour enabling children to have a high sense of self esteem. Children have very good opportunities to explore their community and recently enjoyed a trip to the fire station and Mosque.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff skilfully plan and provide activities to encourage children's early writing skills, a well resourced office area is used daily. Children use pens for a variety of purposes as they draw, some are beginning to write recognisable letters. Children are encouraged to notice the wealth of print displayed around the nursery. Many children recognise their own names through the frequent use of name labels on table mats, cards and bottles. Children enjoy books and listen to stories with enthusiasm.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Resources and activities are very well planned to support children's understanding of maths, a well resourced mathematical area and displays re-enforce children recognition of numbers. Children are developing practical problem solving methods well, for example, when participating in puzzles and construction. Children benefit from good individual support as they learn to count and are beginning to understand the concept of addition and subtraction as they use stickle bricks as candles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There is a strong emphasis on children having very good opportunities to learn about different cultures and beliefs through celebrating festivals such as Diwali and Hanukah; resources to reflect diversity are excellent. Well planned activities help children notice changes that occur, for example when using frozen paint and when making dough. Children learn about the natural world through 'sensory' walks, regular trips to the park and when planting flower seeds.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good opportunities in using the outdoor area to develop their physical skills, children have good co-ordination and balance well as they use a range of climbing equipment. Children are developing fine motor skills as they use a variety of tools for example, when cutting paper with scissors and using glue sticks. Children are developing an understanding of how the body works through daily routines, and planned activities, the current theme is 'all about me'.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have very good opportunities to use their imagination and be creative. They explore a range of media and enjoy the different sights, smells and textures of pasta, dough and glitter. They express themselves well and with delight when using the sensory room describing what they hear, feel and see. They enjoy singing and recite songs well; one child sings 'happy birthday' with enthusiasm. A well resourced role play area encourages children to use their imaginations as they play families.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- further develop the systems in place to involve parents in the children's learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*