

Royal Mail Childsplay Nursery

Inspection report for early years provision

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Inspector

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Setting address

Royal Mail, Mount Pleasant Mail Centre, Farringdon Road,
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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Child's Play Nursery Royal Mail opened in 1995. It operates from a designated area within Mount Pleasant Sorting Office in the London borough of Islington. The nursery provides care for children of staff who work for Royal Mail. The setting is open from 6am to 8pm, five days a week, all year round. Children have access to three group rooms. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 29 children in the early years age group may attend at any one time. There are 12 children in the early years age group on roll. The nursery receives funding for early education. The setting supports children speaking English as an additional language. The setting employs six staff including the manager. Of these, four staff hold suitable childcare qualifications and two staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the setting. Staff have developed good relationships with parents and consequently know the children well and provide for their individual needs. Staff have a secure understanding of the Early Years Foundation Stage framework overall and regularly observe and assess children's development. However, systems to involve parents in their child's learning are not fully developed. The setting uses effective methods for self-evaluation and is committed to making improvements to the service they provide.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance children's progress towards the early learning goals by obtaining more information from new parents about children's learning, identifying the next steps in learning consistently for all children and continuing to support parents involvement in their child's learning
- ensure older and more able children are sufficiently challenged in their learning at all times.

The effectiveness of leadership and management of the early years provision

The setting is effectively managed and provides children with a safe environment. The management and staff have a secure awareness of their responsibility to protect children from abuse. Consequently, any concerns about children's welfare

can be reported to the appropriate agencies. Children's safety at the setting is prioritised as staff monitor hazards for both the premises and outings effectively. Furthermore, staff ensure that sleeping children are well monitored and keep clear records of the times they sleep which are shared with parents.

The setting uses effective methods for self-evaluation, which helps to maintain continuous improvement. Recommendations made at the last inspection have been addressed. The management have effective systems for support and further training both in-house and through their local early years service. Staff are provided with regular opportunities to update their skills and knowledge. The toys and resources are well organised to meet the needs of the children attending. These offer good choice and variety, and children are able to access them independently.

Staff have developed secure relationships with parents. Effective systems for communication are in place. For example, written records are shared with parents each day. This ensures they are well informed about their child's day. Parents are provided with regular written reports of their child's progress towards the early learning goals. However, systems to involve parents in their child's learning are not fully developed. Parents provide positive feedback about the setting. For example, they feel the staff are very welcoming and helpful. They are also pleased that they are provided with regular information about their children's progress. The setting has established secure partnerships with other professionals in order to provide good support at an early stage if additional needs are identified.

The setting is committed to promoting inclusion. Effective systems are in place for securing useful information about children's individual backgrounds. Consequently, staff know the children well. Children who speak English as an additional language receive appropriate support as staff ensure they have key words in their home languages. Children's home lives are valued as they are encouraged to share photographs from home and place them in their special books in their rooms. They are supported through changes and new events in their lives, such as preparing for school or new babies in their family. This helps them to prepare for change and provides reassurance.

The quality and standards of the early years provision and outcomes for children

Children are provided with a warm welcome on arrival at the setting, which helps them to feel secure and settled. Furthermore, samples of their work are displayed around the setting, which helps promote their self esteem. Children behave well and demonstrate a sense of belonging as staff talk about their new schools and how much they will be missed. Children take time to think about this and reassure staff that they will come back and visit them. Staff plan generally well for children's individual development and provide a range of activities to cater for their different needs and abilities. However, sometimes the older children are not sufficiently challenged when all the children are grouped together, which limits their learning potential.

Children's enjoyment of early reading is promoted. They happily approach staff asking them to read their favourite stories throughout the day. They are delighted when staff take time to read stories they have brought from home to share with the other children. Older children successfully write their names on their drawings and receive praise and encouragement from the staff. This positive approach encourages the younger children to practise their early mark making skills and this becomes an enjoyable learning experience for all the children. Staff ensure that their achievements are noted and shared with parents at the end of each day. Children's language development is well supported. For example, they particularly enjoy opportunities to sing their favourite songs. Some children demonstrate their confidence as they sing their favourite songs by themselves. Singing sessions also provide children with opportunities to practise their counting and simple subtraction skills. Children are developing knowledge and understanding of the world as they take part in activities about mini beasts. They listen attentively as staff share a book about the lifecycle of a butterfly. Their understanding is extended as they are encouraged to draw their own butterflies.

Children benefit from the staff's secure knowledge of the Early Years Foundation Stage framework. Staff gather useful information about children's individual needs at the beginning of their placement. However, they have not developed systems to obtain children's developmental starting points, to help identify their initial learning needs. Staff regularly record children's progress towards the early learning goals. However, observations do not contain information about how they will provide for the next steps in their learning. Information from their observations is used to assess children's development and these records are regularly shared with parents.

Children are developing an appropriate understanding of a healthy lifestyle as they are provided with healthy meals and snacks at the setting. Mealtimes are relaxed social occasions and children are able to eat at their own pace. They practise good hygiene routines including, hand washing before meals and brushing their teeth after lunch. Opportunities for fresh air and exercise are planned into the routine and include outings to local parks and planned indoor exercise. Well organised routines and positive interaction helps children feel safe and secure here. For example, children settle easily at sleep time. Children's understanding of keeping safe is promoted during emergency evacuations and they are developing an awareness of road safety on their trips to local parks and the library.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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