

Mudchute Farm Day Nursery

Inspection report for early years provision

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EY283985

Inspection date

30/06/2011

Inspector

Jane Davenport

Setting address

Mudchute Farm & Park, Pier Street, London, E14 3HP

Telephone number

0207 538 8456

Email

margaret@muddy_boots.org

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

Mudchute Farm Day Nursery was registered in 2004. It is managed by the Mudchute Park and farm Association Management Committee, part of which is made up of a sub committee of parents of children attending the nursery. The setting is situated in the grounds of Mudchute Farm and Park in the Isle of Dogs, within the London borough of Tower Hamlets. All children share access to three secure enclosed outdoor play areas.

A maximum of 76 children may attend the nursery at any one time, for full day care. The nursery is open each weekday from 8.00am to 6.30pm for 51 weeks of the year. A play group and out of school provision also operate from the premises. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is in receipt of funding for the provision of free early education to children. There are currently 84 children in the early years age range on roll. The nursery currently supports a number of children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 23 members of staff. Of these, 19 hold appropriate early years qualifications. Staff receive support from the local authority and participate in the National Day Nurseries Association quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage are thriving at this friendly and welcoming setting. They are generally very safe and secure and achieve to excellent levels in their learning and development due to staff awareness, drive and motivation. Children benefit from the inclusive environment, where their unique qualities are valued and they are encouraged to respect each other through the extremely supportive and positive role models offered by staff. Very strong and effective partnerships with parents ensure they are involved in all aspects of their children's care and learning. Management and the staff team show the utmost dedication to evaluating and improving the service so that providing the best possible outcomes for children is foremost in all that they do.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- considering ways to improve the procedures for identifying and addressing potential hazards in the outdoor play area on a daily basis.

The effectiveness of leadership and management of the early years provision

Children are protected very well through staff vigilance, together with their excellent understanding of local safeguarding procedures and their roles and responsibilities in protecting children from harm. The regular review of comprehensive and robust risk assessments ensures that any hazards identified in areas used by children are addressed promptly. Staff are well deployed to constantly provide children with high levels of supervision. Consequently, although the daily check on the day of the inspection had overlooked some potential hazards in the garden, children's safety is, nevertheless, assured at all times. Robust staff recruitment and monitoring procedures ensure that children are cared for by suitable adults and all visitors to the setting are properly identified, recorded in the visitor's book, and supervised at all times. Stringent induction procedures and ongoing training provide staff with up to date knowledge to enable them to support and protect all children in the most appropriate ways.

Children benefit enormously from the exceptional, well organised and vibrant learning environment. An extensive range of equipment and resources is available; resources are well deployed, both indoors and out and highly suitable for the ages and developmental stages of children attending. The nursery promotes inclusive practice exceptionally well. Staff fully support children with special educational needs and/or disabilities and those with English as an additional language. All children play together and alongside one another, naturally accepting and respecting differences. The nursery also promotes community cohesion and understanding of different cultures and religions by celebrating religious festivals appropriate to the make up of the local community and by running events for Black History Month. The inspirational leadership and management of the nursery owner and manager is at the very heart of the ethos of the nursery and the way in which staff fully embrace the welfare and learning needs of each and every child.

Partnerships with parents are strong and extremely supportive. Input from parents is welcomed unreservedly, as staff respect them as equal partners in their child's care and learning. The setting has a holistic approach to childcare and has also established strong links within the community and with other childcare provisions attended by the children. Practice is dynamic because self-evaluation processes are robust and accurately identify the setting's strengths, whilst at the same time striving for continuous improvement. The setting actively seeks the views of parents, staff and children, using a variety of strategies such as parent questionnaires, suggestion boxes and the 'listening tree' where children can post their suggestions. This ensures management gains a good and representative overview of opinions. Parents state, amongst other things, that their child 'has really grown in their personality and skills due to the attention and love from everyone' and 'it was good coming in last week and seeing the depth of planning that goes into the day.' Excellent recognition of individual staff skills within the team results in high staff morale and a shared belief and commitment to providing the best possible outcomes for children.

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

Children settle well and flourish in this inspiring setting. The well qualified staff team show strong commitment to children's achievement and development. They use their knowledge of the Early Years Foundation Stage exceptionally well to ensure that children make excellent progress in all areas, whilst at the same time, taking account of their individual personalities and changing care needs.

Observations and assessments are very detailed, linked to the six areas of learning and used to inform planning for children's next steps. Parents are encouraged to make ongoing contributions by completing an initial 'warm welcome' form to establish their child's starting points. Parents contribute further by providing photographs and information in the children's diaries, for example, relating to a weekend spent with grandparents or family holidays.

A vast range of activities offers many choices for the children and they are happily engaged in purposeful pursuits throughout the day. The outdoor nursery environment, in particular, is rich in exciting play opportunities to capture children's imagination and provide them with healthy and stimulating experiences. For example, there is excellent provision for physical play as children learn to balance on the zigzag balance beams and stepping stones and as they climb the ropes up to the big tree house. A small group of children playing tennis with a member of staff are growing particularly adept at hitting the ball with their rackets. There is a very good balance of adult-led and child-initiated play. Children are confident to take the lead, organising their own games and activities and staff know when to stand back, thus encouraging them to become autonomous and competent learners. For example, a group of children play cooperatively together with the large building blocks, lining them up to make a flight of steps which they climb and then jump off. Another child is hunting for ladybirds in the hedges. They know the exact spot where they usually nest and point out several ladybirds to the inspectors, explaining that one is sleeping and another is very 'wriggly.'

Throughout the nursery children are flourishing and achieving. Staff in the baby room confidently explain how resources and activities are used to promote babies' learning and development. Babies and very young children use their senses to explore the different materials on offer. For example, they love painting and sticking and access many different natural materials and textures in the baby room sensory area and black and white area. Children are allowed free expression within safe boundaries. For example, a young child climbs fully clothed into the low level water tray and sits splashing about for the sheer pleasure of it. Staff sit close by, not minding if they get wet too, as everyone can dry off later. Creative activities abound throughout the nursery. Children in the toddler group get their hands into a mixture of flour, water, paint, glitter and strings, squeezing their hands together to experience the sticky feel of it; paint rolling and sand play is available in the garden.

The way in which children's communication, language and literacy is promoted is another strength of the setting. Children have great love and respect for books and

sit looking at them in the indoor book corners, on sofas with members of staff, in the wigwam in the toddler room garden or under the trees with their friends. They enjoy opportunities for mark making with chalks on the floor and fences. Babies play with interactive books as they search for Peter Rabbit under the flaps and other young children confidently know their shapes and numbers as they explain to the inspector that their train track is a circle and count how many pieces it has. Children behave extremely well. They are becoming sociable members of society as they share, take turns and learn the rules, for example, during games of 'Duck, duck, goose' and 'Ring-a-roses.'

Children are beginning to learn about making healthy lifestyle choices. They benefit from healthy nutritious food which is attractively presented and takes account of their individual dietary needs. Children's good health is further promoted through the nursery's good hygiene practices. Children learn about the importance of hand washing from an early age and follow the daily routines without question. Nappy changing procedures are effective in minimising the risk of cross infection and children are learning to keep themselves safe through gentle reminders from staff not to run indoors and through practising the emergency evacuation procedure on a regular basis.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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