

St Mary Magdalene Early Years Centre

Inspection report for early years provision

Unique reference number

EY420520

Inspection date

26/09/2011

Inspector

Fay Shelton

Setting address

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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

St Mary Magdalene Early Years Centre was registered in March 2011 and is situated in the London Borough of Islington. The centre is managed by St Mary Magdalene Academy and operates from a purpose built, self enclosed nursery within the academy building. Areas used by the centre include a baby unit, toddler room, nursery room, children's toilets and an outdoor play area. Staff have access to meeting rooms and a staff room. The nursery is open from 8am to 5.30pm for 49 weeks a year. A maximum of 53 children may attend at any one time, aged from nine months to four years nine months. There are currently 63 children on roll, some of whom receive funding for free early education for two- to three-year-olds and some receive funding for three- to four-year-olds. The nursery employs 16 staff, all of whom hold relevant qualifications with four staff hold qualifications to level 4 or higher. The nursery supports children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides exceptionally high quality care and education overall for children, so they make exceptional progress. The partnerships with parents, the local school and other agencies are a key strength. These are significant in making sure that the needs of all children are met, along with any additional support needs. The setting successfully provides an outstanding service that is inclusive to all families. Self-evaluation is effective and as a result staff show that they have the capacity to make on-going improvements to the already high quality provision.

What steps need to be taken to improve provision further?

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

- enhancing systems to expand learning and development experiences provided in the outside area.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as all staff receive regular training and are well informed about their responsibilities for protecting children. Highly effective recruitment procedures are in place and staff hold appropriate qualifications. Robust risk assessments are in place and children are exceptionally aware of how

to keep themselves safe. All of the required policies and procedures are clear and in place. Management have high aspirations for quality through on-going improvement. They are exceptionally successful in inspiring the staff team to maintain high standards and continuous improvement.

Staff provide a highly stimulating and welcoming environment for children. The premises are well organised in order to meet the needs of the children. Environments encourage their curiosity and opportunities for independent learning. The excellent deployment of staff at the nursery further protects children's safety and provides significant support for each child. Staff show a clear commitment to the children which means that they are exceptionally well cared for and are making excellent progress in their development. Staff have a comprehensive understanding of the Early Years Foundation Stage. As a result planning provides children with an imaginative and flexible curriculum which covers the six areas of learning. Portfolios of children's progress are very well organised; assessments and photographs illustrate how they are making progress towards the early learning goals. Staff work closely with parents to gain a thorough understanding of each child's circumstances, abilities and needs, enabling them to recognise and value each child's individuality. Consequently, children settle well and are extremely confident in their play and learning. The nursery actively encourages parental participation in a variety of ways; for example, to celebrate Father's Day, fathers were invited in to the nursery to spend some quality time with their children, to be a part of and enjoy their learning with them. Staff have a clear understanding of how to work effectively with other agencies to support the inclusion of children with identified special educational needs and/or disabilities. They have established good links with the academy, so helping children's confident transition to the next stage of their learning.

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

All children show a very strong sense of security and feel safe within the nursery, as a result of the exceptional organisation. Consequently children are very happy and extremely well behaved as their individual needs are exceedingly well met. The children confidently explore their environment with ease and are eager to try new experiences. They are developing concentration skills and work determinedly to complete tasks, using their own ideas and imaginations to develop their creations. Children's personal and social skills are extremely well developed. From their early days at nursery they are very confident in their relationships with others; for example as they spontaneously co-operate with each other to solve challenging activities.

Children show consistently high levels of independence and sustained attention in their play and activities as they freely choose and use a wide range of interesting resources indoors and out. Consequently, children are establishing a good basis for their future development and learning. Children are developing their senses and physical skills as they access an excellent range of natural play materials. They express their creativity using early writing materials outside, for example using chalk to draw on the floor. Their environment is very welcoming and organised into

areas of learning, although the outside experiences are not as fully developed as those indoors. Consequently children are able to easily access interesting activities that support their progress towards the early learning goals. For example, activities for problem solving, such as art and role play is available for children to explore. Children are able to strengthen their problem solving skills with resources such as through using coloured rice with a pot and spoons.

The nursery offers a wealth of opportunity for children to express their independence. Children's good health is exceptionally well promoted as they learn the importance of following good personal hygiene routines. Healthy meals are provided, contributing to a balanced diet; for example, a selection of fruit at snack time. Hygiene is kept to a high standard; a large majority of children clean their own hands after toileting and messy activities. There is ample opportunity for children to use their physical skills in the outside area, on the quality equipment provided; for example, large climbing frames, tunnels and bikes. The children also help the staff to prepare and decorate the environment in accordance with the theme of the week. Children demonstrate exceptionally good behaviour as staff are good role models and effectively support their learning if needed. Children are praised and encouraged throughout the day and their individual needs are met. Children benefit from spontaneous learning opportunities, for instance, as they share fruit together. Children are happy and consider each other as they make choices about what they want to play with by helping themselves to resources. They speak with confidence and listen attentively to each other. Overall this is a highly stimulating and enriching environment that clearly has a significant impact on the children's learning and development.

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

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

Met