

Mary Sambrook Day Nursery

Inspection report for early years provision

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29/11/2011

Inspector

Panna Nagar

Setting address

Mary Sambrook Day Nursery, 125 The Highway, Wapping,
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Type of setting

Childcare - Non-Domestic

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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

Mary Sambrook Day Nursery opened in 1971. It operates from three playrooms in a single storey purpose designed building. It is situated in the Wapping area of East London. The Early Years Service within the Education Directorate manages the centre. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides care for up to 30 children under the age of five years, with not more than six children aged under two years, at any one time. The nursery opens five days a week all year round. It is open from 8am to 5.30pm and sessions offer core hours of 9.30am to 12.30pm and 12.30pm to 3.30pm. There are currently 30 children on roll in the early years age group. Children attend for a variety of sessions and times; these vary according to parental need. The nursery supports children who have special educational needs and/or disabilities, and children who learn English as an additional language. The nursery is in receipt of funding for free early education for children aged two, three and four years. There are currently nine staff; two of these are employed through an agency. There are seven staff who work directly with the children. Of these, seven have early years National Vocational Qualifications at level 3 and above. One person holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a caring and welcoming atmosphere where children are able to make good progress with their learning and development. Most staff have an encouraging knowledge and understanding of how to promote learning through play and they take into account the unique abilities and stages of each child. The daily procedures and policies are working effectively to ensure staff promote children's health and well-being in most areas. The provision uses self-evaluation effectively and there is a positive attitude to improvement with some strong leadership from senior staff. This leads to worthwhile ongoing initiatives to bring about benefits to the outcomes for children. Staff recognise the importance of developing good relationships with families and they are extending their practice to build up partnerships with parents.

What steps need to be taken to improve provision further?

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

- develop a more rigorous system of analysing all children's observations to

help you plan 'what next' for groups of children as well as individuals and to identify any gaps in their learning and achievement.

- monitor lunchtime provision to maintain consistency in the delivery of service across the rooms, in order to help young children make a positive contribution at such times, for example by learning to serve themselves.

The effectiveness of leadership and management of the early years provision

Thorough risk assessments contribute to children's safety and staff take effective steps to minimise any identified risks. For example, in order to ensure children's safety, staff assess new activities for potential hazards. The designated member of staff has a secure understanding of how to safeguard children's welfare and all staff have attended appropriate training. New staff or volunteers read and discuss the safeguarding policy with the manager as part of their induction training. Effective recruitment procedures ensure that staff are appropriately qualified and vetted as being suitable to work with children. Staff promote children's good health effectively overall, but there is a lack of consistency across the nursery rooms in how staff deal with food provision at lunchtimes.

The nursery has a strong commitment to professional development and consistently reviews and evaluates its practice to bring about successful outcomes for children. The manager is very effective in using self-evaluation that is influenced by staff and parents to identify strengths and areas for improvement. Regular staff meetings, a long-term plan and a commitment to staff development all contribute to a common desire to drive improvement.

The nursery's relationships with parents and carers are positive and well established. Parents are able to access daily information about their children and there is an 'open door' policy. Parents have access to information boards and receive regular newsletters to keep them informed about current interests. Parents are encouraged to take part in planned activities. For example, fathers are invited to a creative workshop using marshmallows and spaghetti. Parents are encouraged to play a key role in settling their children into the nursery. Key people regularly share developmental records and encourage feedback from parents. The nursery fosters relationships with local schools, providing useful developmental documents to support children's move from nursery to school.

Resources are varied, fit for purpose and support children's development well. Good use is made of both inside and outside space, and children are encouraged to explore space freely. Key people are skilled at supporting children's individual play and development in a sensitive way, Staff demonstrate good awareness of settling in procedures and outcomes for new children are very good as a result of staff encouragement, reassurance and support. They help children to enjoy their learning experiences because they provide children with time to absorb and extend learning through their own ideas and interests. Such systems mean that staff support and meet children's individual needs well. The nursery works continually to provide an inclusive environment for all children. Excellent links with outside professionals ensure that all children, including those with additional needs, receive the support they require. Staff benefit enormously from the support and

advice provided by the nursery's Special Educational Needs Co-ordinator.

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

Children separate well from parents and settle quickly into the nursery, because key people work effectively with parents to support the transition from home into the provision. Children build secure relationships with key people and this helps them feel safe. Their independence from adults is encouraged as they attempt most things for themselves. Children are encouraged to build friendships and engage in role-play activities, learning how to cooperate, take turns and negotiate with others. These are useful skills for children's future lives.

Children engage in well-established hygiene routines. Visual prompts and practical tools in the bathroom areas support children's independence well. Outside and inside spaces are set out to support physical activity, and used well by children, who show lots of energy. Children contribute to snack time and are fully independent in deciding when they stop for snack choosing what they eat and drink. Water bottles are on hand throughout their day, so children drink whenever they feel thirsty, recognising when they do.

Children's 'All about me' books reveal that they are making good progress with their learning and development. Staff include regular dated photographs and observations of the children's achievements and they use the information to plan each child's next steps, although they do not do analyse the outcomes of observations sufficiently to consider progress for groups of children.. These details carry through to planning meetings so that staff take into account the children in their key groups when deciding on activities for the week. Staff help children remain settled at the nursery and they frequently offer children comfort and reassurance in the day. All children receive nutritious freshly cooked meals and staff take great care to be aware of any special dietary requirements.

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 | 1 |
| 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

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| 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