

# My Nursery

Inspection report for early years provision

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<b>Inspection date</b>	06/03/2012
<b>Inspector</b>	Jill Nugent

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<b>Type of setting</b>	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

My Nursery LLP registered in 2008. It is privately owned and caters mostly for children under three years who then transfer to a sister nursery situated nearby. It operates from the ground floor of an apartment building in the East India area of Docklands in the London Borough of Tower Hamlets. Access to the building is at ground level. Children have the use of six play rooms on the ground floor and share access to a small secure outdoor play area at the side of the building. Children also have the use of a secure outdoor playground at the front of the building. The nursery is open every weekday from 8.00am until 6.00pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 94 children under eight years may attend the nursery at any one time and of these, not more than 42 may be under two years. Currently there are 158 children on roll in the early years age group. The nursery employs 37 permanent staff, all of whom hold suitable early years qualifications. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a safe and welcoming environment where children enjoy a variety of interesting play activities. Staff are inclusive and caring in their approach and children develop a strong sense of belonging. They are encouraged to be active and creative learners and generally make good progress towards the early learning goals. There is an excellent working partnership with parents which is especially effective in encouraging parents to be involved in their children's learning. There are effective systems in place for the ongoing monitoring and evaluation of the provision, resulting in the nursery maintaining a good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

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

- review the use of space in the nursery, and the daily routines, in order to provide a more rich and varied learning environment to further stimulate and challenge children in their learning.

## **The effectiveness of leadership and management of the early years provision**

The nursery's documentation is very well organised, providing a sound foundation for staff's practice. The policies and procedures are reader-friendly and made readily available to all parents. There are good procedures in place to promote the safeguarding of children in the nursery. Staff carry out detailed risk assessments of the premises, all activities and outings to ensure that potential risks to children are minimised effectively. Children are supervised closely, especially when going on walks or using the outdoor playground. Staff regularly update their training in safeguarding and know what to do if they have any concerns relating to child protection. All records relating to children's health and safety are well maintained, and regularly monitored by the management team, so that staff continue to be vigilant regarding children's health and safety.

Good adult child ratios are maintained so that staff can provide individual attention when needed and help children to feel valued as individuals. Staff have a good knowledge of children's backgrounds, and individual routines, and prioritise individual children's well-being. They are busy throughout the day, responding to children's needs and supporting them in their freely-chosen play activities. Their regular observations of individual children's learning and use of individual learning plans helps them to work effectively towards closing any gaps in achievement. They make good use of the nursery's resources to create an environment that is conducive to learning. Sometimes resources are set out in an innovative way to interest children, for example, large toy animals in the sand trays, although they are not always used imaginatively to excite and challenge children. The daily routine necessitates the regular clearing away of activities to free up tables, or to get children ready to go outdoors, which means that children are not always able to spend time following up their individual interests.

There is excellent communication with parents which encourages their involvement in nursery life. Parents receive useful information about the educational curriculum in a colourful brochure and are regularly updated through topical newsletters. Around the nursery are many informative displays, for example, photographs, artwork and cultural artefacts. Parents are invited to contribute to children's awareness of different cultures, especially at festival times. They receive daily feedback in the form of written diaries and regularly meet with key workers to discuss their children's progress. The manager is proactive in enthusing parents to contribute to children's learning, for example, through writing accounts of their child's weekend and joining in a walk-to-nursery project. The nursery has close links with other professionals which enables them, if necessary, to seek help and advice for children with special educational needs and thereby ensure continuity of care.

The nursery owners and manager are committed to the continual improvement of the provision and are effective in communicating ambition and drive to all staff. The manager involves staff in a process of self-evaluation which encourages them to reflect on their practice, both within their teams as well as across the whole nursery. Staff are encouraged to attend regular training events and to work

towards their own professional development through gaining extra qualifications. Parent's views and suggestions are taken into account and changes made if these are deemed likely to benefit all children. There are rigorous monitoring procedures in place, including the recent introduction of health and safety audits. As a result, some notable improvements have been made, for example, in the arrangement of rooms and introduction of a revised system of observational assessment. In addition relevant targets, intended to further improve outcomes for children, are set for the future.

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

Children are well settled at nursery and develop very close relationships with staff. They quickly gain self-confidence and an awareness of staff's expectations. Their behaviour is exemplary. They benefit from the relaxed atmosphere in the nursery and play harmoniously alongside, and with, others. Children show interest in the activities on offer. They develop an open attitude towards learning as they are encouraged to explore and investigate. There is a good selection of hands-on activities available to children enabling them to learn through their own discoveries. Staff enthuse children by showing them different ways to use the resources and engaging them in conversation. Children's play is enhanced through staff's interaction as they talk and play with children. At times children become engrossed in their exploration, for example, when using their hands to print pictures or watching the wheels on a large truck as they push it back and forth. However, children are not always encouraged to become engaged in a wide range of learning experiences through access to stimulating choices throughout the day.

Staff make very good use of observational assessment to assess children's progress and to set individual targets for future learning. Consequently they are very aware of each child's learning needs. This enables them to take opportunities during free play to extend children's learning. For example, children learn to use their senses as they enjoy heuristic play. They develop new skills as they learn to use different tools, such as brushes and scissors. Staff introduce new words, share books or model writing to help children develop their use of language. Children enjoy opportunities to take part in role play and are beginning to find out about a wider world as they explore different topics, such as transport or flowers. Their knowledge of different religions and cultures is extended when participating in activities around special festivals, such as Chinese New Year. These different learning experiences are effective in enabling children to develop useful skills for the future, particularly in the key areas of language, literacy and numeracy.

Children feel safe and secure in the setting because staff are attentive to children's health and safety. They are always on hand to comfort a child if upset and take care to supervise children in different situations. Children are encouraged to keep themselves safe, for example, holding on to a section of the safety rope when walking to and from the outdoor playground. Staff alert children to any safety issues that arise during play. Consequently, children become increasingly confident in approaching staff with their comments and requests. There are excellent

opportunities for children to enjoy physical activities outdoors, in both outdoor play areas and on walks. They are able to take home a bag of resources which help them to practise and improve their physical skills. The nursery provides nutritious and healthy meals which children enjoy. The cook takes into account children's dietary needs, and also parents' views, when preparing menus. Children have regular opportunities to take part in cooking activities and to talk about different foods. In these ways children are actively encouraged to adopt healthy lifestyles.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	1
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:

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