

# Mildmay Nursery

Inspection report for early years provision

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**Inspection date** 08/03/2012  
**Inspector** Shaheen Belai

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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*.

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## Description of the setting

Mildmay Nursery was registered in 2011. It is managed by Vision Redbridge Culture and Leisure, part of the local authority. The setting operates from the Mildmay Neighbourhood Learning Centre in Ilford in the London Borough of Redbridge. Children have access to a large playroom, associated facilities and an outdoor play area. The setting is open Monday to Friday from 9am to 12noon and 12.15pm to 3.15pm, term time only.

The setting is registered for 15 children in the early years age group, of whom no more than three may be under two years. There are currently 39 children on roll, attending part-time sessions. The nursery is currently in receipt of funding for the provision of free early education to children aged two, three and four years. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. The setting offers a service to children whose parents attend adult classes in the centre as well as for those living in the local borough. The setting is registered on the Early Years Register.

The setting employs two full-time members of staff including the manager, who both hold a childcare qualification at level 3. In addition, there are up to three regular student volunteers from a group of students training in the centre. These students are working towards gaining a recognised childcare qualification or a higher childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and cared for in a welcoming environment, where they are suitably supported as individuals, although not all home languages are acknowledged. They enjoy a suitable range of play opportunities and activities and make sound progress in their learning. However, systems to use observation and assessment to plan for individual learning are not consistent. Children are safe and secure in the setting but have limited access to outdoor play as part of the basic planning of activities. Partnerships with parents are positive, but systems to liaise with professionals involved in children's development and other settings they attend are not established. Management demonstrates a capacity to maintain continuous improvement but systems to self-evaluate practice are not rigorous enough to fully identify areas for development.

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

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

- develop observation and assessments to identify learning priorities to plan

relevant and motivating learning experiences for each child linked to the areas of learning, both indoors and outside

- improve opportunities for children learning English as an additional language, using their home language when appropriate and ensuring close teamwork between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other
- develop the self-evaluation process to help identify ways to improve outcomes for children.
- improve the systems to work together with other practitioners and professionals involved in children's development to support consistency in their care and learning.

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

Appropriate steps are taken to help ensure that children are suitably safeguarded. Staff, students and parents all have access to the setting's full range of policies and procedures. Staff demonstrate an adequate understanding of child protection procedures and students receive training as part of their induction and training they attend within the centre. All adults working directly with children undergo suitability checks. Staff carry out daily checks of areas used by the children, indoors and outdoors at specific times of the day. This enables children to play in safety.

Children have access to a satisfactory range of toys and equipment which are well maintained. The area where children play is bright, colourful and welcoming. Children's work is displayed, giving recognition to their achievements. The staff are warm and welcoming in their approach and promote inclusion adequately. However, the procedures for promoting inclusion in practice for children with special educational needs and/or disabilities, or those learning English as an additional language, are not robustly implemented to ensure individual needs are consistently supported to help them make better progress.

There are satisfactory partnerships with parents, who receive daily verbal feedback on their children's care. Since registration, the setting has introduced the use of newsletters and parental questionnaires to engage parents in the running of the setting. Feedback from parents at inspection is generally positive. Staff are aware that some children attend other early years settings but have not established suitable systems to share information in order to promote consistency in children's learning.

In the short time the setting has been open, staff and management have taken steps to make improvements with some support from the local authority advisory team. In addition, the parent questionnaires are used contribute to self-evaluation. Management and staff meet as a team periodically. This enables them to identify areas for development, such as staff training and to continue developing resources for the children. Although staff and management demonstrate some capacity for continuous improvement, systems for self-evaluation are not sufficiently secure.

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

Staff have an adequate knowledge of the Early Years Foundation Stage. The planning of activities offers adequate opportunities for children to be sufficiently challenged, interested and engaged. However, planning does not reflect children's individual developmental needs. This is because key workers do not consistently implement observations and assessments to identify children's progress and plan for the next stage in their learning. Children are happy and settled in their environment, where they form appropriate relationships with staff, students and other children. They are learning to develop confidence becoming independent by learning to address their own needs, such as pouring drinks for themselves at snack times. Children participate to help tidy away resources. Children learn about diversity through activities. For example, making cards for Diwali or creating self-portraits. This allows children to explore the differences amongst them. Children generally make sound progress in language development. They use a range of books which they look at independently, and enjoy circle time where they all join in singing songs. Staff promote the use of action songs to enable children to understand the meaning of words. Staff use their bilingual skills to communicate with some children, who speak the same language as them. However, not all children's individual home languages are supported. This is because key workers are not aware of the dialects or have not explored developing a list of common words to use to communicate with the children.

Children are learning to recognise their name cards and sound out the letters of the alphabet on the computer. Children join in with using musical instruments, stamp their feet or dance as they develop a sense of rhythm and beat. They enjoy a suitable range of media to explore and express their creative ideas. For example, they enjoy rolling, squeezing and making shapes out of play dough. They use a range of tools, such as cutters and brushes. Children are interested in pouring water onto the water wheels and watch as the running water moves the wheel. Children use various resources, such as construction toys to learn to build. Children learn to count as staff engage them in practical exercises and number rhymes. Posters and flash cards are used for children to learn to recognise shapes. Children develop adequate skills for the future as they play with telephones, interactive resources and learn to operate the computer. Children use the outdoor play area for short periods. They love the challenge of steering scooters, climb on the large frame or initiate their own games of chase. However, the outdoor play area is not featured highly in the daily planning of activities, to ensure children benefit from learning experiences outdoors.

Children show a suitable understanding of maintaining a healthy lifestyle. They follow appropriate hygiene routines that involve hand-washing before food and after using the toilet. Children are provided with snacks of fresh fruit and bread sticks, introducing them to healthy eating. Posters displayed in the home corner, support healthy eating and reflect on different cultural foods. On the whole, children behave well. They are developing an understanding of right and wrong from the consistent strategies staff use. Children are developing a sense of playing

safely, such as calling out to friends to 'be careful', when they are running indoors. Staff remind children how to keep themselves safe, and they follow simple rules, such as not climbing on large furniture.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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