

Queen Mary's Day Nursery

Inspection report for early years provision

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Inspector

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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

Queen Mary's Day Nursery is run by Tower Hamlets Education (Children and families) Service. The nursery opened in the 1930's and is located in a two-storey building in a residential area of Bow in East London. It is open between 8am and 5.20pm, all year round, except for Christmas, Bank Holidays and five staff training days a year. All children share access to a secure, enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children under 8 years may attend the nursery at any one time; all of whom may be in the early years age group and none may be under 1. There are currently 41 children on roll aged from 18 months to four years, who attend on both a full or part-time basis. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded early education for children aged two, three and four years.

The nursery employs 12 staff, with 11 of these working directly with the children. All hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This highly inclusive environment significantly supports children's individual welfare, allowing them to feel valued, confident and develop the skills they need for the future. A well developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning overall. Children show a feeling of being safe in the mostly stimulating, friendly environment of the nursery, with a good range of resources supporting children's generally good progress towards the early learning goals. The excellent partnerships with parents and others are key strengths in the sharing of information to meet children's individual needs. The managerial staff provide a motivating, caring environment where all staff are encouraged to evaluate and monitor the effectiveness of the provision. This ensures that the strengths and areas to develop are identified, to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a clear view of the learning journey for all children, for example, by providing different learning opportunities for individual children or

- groups who may need extra support or more challenge
- plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.

The effectiveness of leadership and management of the early years provision

Safeguarding is given a high level of importance by all the staff and management team. All staff attend training on a regular basis to keep their knowledge up to date. They implement the well-written policy in daily practice, identifying any child who may be at risk of harm and liaise with the relevant agency. Well-written, clear risk assessments are recorded and updated on an annual basis for the inside and outside of the nursery. In addition, risk assessments for outings are also recorded, reflecting the good understanding of the staff. Features, such as CCTV provide an additional security measure to protect children's safety. In each room, there is a first aid box and at least one member of staff who holds a first aid certificate. This ensures children are well-protected in the event of an accident. Their well-being is further protected by staff requesting permission from parents to seek advice or medical treatment in the event of an emergency.

Equality and diversity is given extremely high importance throughout the whole nursery. Diversity is reflected in the environment throughout the nursery, including the resources, staffing and the backgrounds of all the children, resulting in a truly inclusive setting. Staff ensure they seek full information from the parents, completing individual record forms and personal information to fully establish children's special needs, difficulties or individual characteristics. Staff are highly effective in ensuring that all children are well integrated and are supported in making good progress in their development. The partnerships with outside agencies are highly significant to enable staff to meet children's needs and provide support for families.

The well-resourced environment provides a stimulating place for children to play and learn. They have access to a wide variety of toys and resources which are in very good condition and easily accessible on low-level storage. The ample choice of resources enables children to move freely around their play room, experimenting and exploring their environment. Staff provide the resources to meet the six areas of learning, which in turn helps children to find the different toys they are looking for. All containers are labelled with pictures and words, encouraging all children to be independent in their choices. However, the deployment of staff, on limited occasions, is not fully supportive of children's needs.

The setting has an extremely positive relationship with all groups of parents and carers who are encouraged to be highly involved in the decision-making on key matters. Parents receive home visits from staff, providing extensive support and advice to help children settle into the nursery environment. A programme for settling-in visits is carefully implemented, ensuring children receive a rich, stimulating experience. Regular reviews offer parents and staff the opportunity to

share information regarding children's progress. In addition, staff keep a learning journal for each child, showing the different activities they have been doing. This information offers tailored guidance and information for parents to support their children's learning at home. The management team involve the staff team in evaluating and monitoring the provision and assessing how effective the activities are in meeting children's individual needs. Regular staff meetings support the self-evaluation process in identifying the strengths and areas to develop for the nursery. The positive interaction between the management, staff and children provides accurate information to make further improvements. This constant evaluation and monitoring enables outcomes to be effectively promoted, therefore sustaining continuous improvements.

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

The majority of children arrive happily and quickly settle into the nursery environment. They make generally good progress in their development due to the staff's good knowledge of the learning and development requirements. The interesting, well-equipped environment provides children with opportunities to make choices and explore the various activities available. The posters, toys and photographs reflect most children's backgrounds, but written words are not used to label displays or the environment. This prevents children recognising familiar words, letters and sounds. The lack of written numbers within the environment impacts on children's ability to become familiar with numbers and see them within their everyday surroundings. Staff carry out regular observations and link these to the areas of learning. They plan activities for children, selecting next steps to support children's development. However, the current system does not fully ensure these provide challenging opportunities to extend children's learning across all six areas.

Children have wonderful opportunities for outdoor play. They choose from an abundance of equipment and toys, to climb, balance and push along. The outdoor environment reflects the indoor, enabling children to look at books, make marks using chalks, pens or paints and play musical instruments. Children access the large outdoor instruments using paddles to make sound from the pipes or hit the chimes to hear their sound. Inside, children explore with water and sand and delight in the texture of the coloured 'mashed potato'. They dress the dolls, build with the magnetic toys or use the role play equipment, developing their growing imaginations.

Children develop a good understanding of keeping themselves safe. For example, they regularly practise the fire evacuation procedure and learn about wearing hats and sun cream in warmer weather. Staff provide gentle reminders for children to play safely, such as taking care on play equipment and when using the stairs. Children demonstrate their understanding as they move along the swing bridge, showing good balance and learn the importance of holding onto the sides on the ladder when climbing up to the platforms. Children have excellent opportunities to learn the importance of living a healthy lifestyle and making healthy choices for

meals and snacks. They independently find their named water bottle when they need a drink, understanding their own requirements. Personal care routines are encouraged, with many children showing an understanding about the importance of washing their hands before eating and after using the toilet. Tissues are accessible for children to wipe their noses and they understand to put these directly into the bin.

Children demonstrate an extremely strong sense of belonging to the setting. They happily find their name under the house sign on arrival and place it under the picture of the nursery. They each have their own scrap book to draw in and a journal to add their pictures, enabling children to show pride in their achievements. Most children display high levels of confidence as they move around the setting, selecting different activities or toys. All children are valued and shown respect by the staff, who actively promote inclusion within the setting. Children show exceptional acceptance of each other, understanding that everyone is different. They happily share the toys and take turns, building excellent relationships with their key person and their peers. Children make good progress in communicating and literacy, demonstrating their growing expertise in information and communication technology and their developing skills for the future. They play well independently, or in small groups, showing a natural curiosity about their environment. Communication and language skills are actively encouraged for all children, demonstrating the staff's understanding of this important area.

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	1
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	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

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	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: Met

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