

Matchbox 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*.

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Description of the setting

Matchbox Day Nursery is part of the neighbourhood nurseries initiative and opened in 2003. It is located on the ground floor of Butler House, on the Burdett Estate in the London Borough of Tower Hamlets. The setting is on two sites, catering for children aged under two and pre-school children. All children share a covered outside play area.

The nursery offers full day care for children aged three months to five years. It is open each weekday from 8am to 6pm, for 51 weeks of the year. A maximum of 98 children may attend the nursery at any one time. The nursery is registered on the Early Years Register.

There are currently 95 children aged from three months to under five years on roll. Children come from the local and wider community. The setting currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The setting employs 31 members of staff, who all hold appropriate early years qualifications to at least level 3. The nursery provides funded early years education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met overall, and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children learn from a wide and good variety of play experiences. Children are safeguarded effectively, and partnerships with others and parents are positive. Good continuous improvement and effective self-evaluation, mean the nursery is always developing the care and education offered to children.

What steps need to be taken to improve provision further?

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

- improve creative play experiences for young babies, for example by providing opportunities to explore many processes, media and materials and make new things emerge as a result

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures help to safeguard children, all staff attend regular training and are knowledgeable. Risk assessments carried out each day help to identify possible hazards to children, which staff remove. All policies and procedures are thorough and understood by staff, and all documentation needed to run the nursery is in place. Resources are good and help children learn and develop from their starting points. Children have ample space to move freely, and young babies walk confidently around each area in the playroom. The playroom is organised so that children can use toys supporting the six areas of learning. The garden, which has been recently refurbished, offers children plenty of space to enjoy fresh air and exercise.

Partnerships are well established and help children to develop and progress. Strong links and communication with outside agencies are in place. Staff are trained by outside professionals to support children with learning difficulties very well. Staff know the children's backgrounds well and what their individual needs are. This means that they promote equality and diversity well. Children learn about different festivals and have access to a good range of play resources promoting others.

The nursery has highly positive relationships with parents. The nursery involves parents in decision-making and their views are considered important. Staff share each child's progress records with parents, and good communication means children are happy and settled. Effective ambition drives improvement, senior staff monitor staff daily and offer support and guidance as well as opportunities to attend further training. Robust self-evaluation means that weaknesses are picked up and acted upon. This means that the care and education offered to children is effective.

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

Children are secure and happy in the nursery; they understand what is expected of them and behave safely. Staff give gentle prompts during play to reinforce safety, for example when children are playing on climbing apparatus in the garden. Good quality interaction and well organised routines mean young babies settle easily. Children understand and follow good hygiene routines; staff remind them of the importance of hygiene. Children take part in outdoor play, which helps them to learn about the importance of exercise. Babies and very young children appear content and settled because their health, physical and dietary requirements are well met.

Children show good levels of self-esteem and confidence and behave well. They have built strong relationships with each other and staff. Children skilfully use a good range of programmable toys. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. Staff show a good understanding of how children learn and develop, effective planning across all areas of learning support this. A designated staff member works closely with all staff across the nursery to implement the early learning goals. Effective observation and assessments means each child's needs are met. Staff plan around children's interests to provide what children want.

Children show interest and motivation as they play inside and outside. Small babies and children select play resources confidently. Children maintain attention during role play, collecting all the play food and naming each item. Children interact with others well; they enjoy speaking to each other as they ride their bikes in the garden. Children develop early writing skills using pencils and paper and listen to stories eagerly. Children use number as they count during play. They create simple patterns by completing puzzles and measure and pour during water play.

Young children find out about the world outside, as they notice and point to aeroplanes flying past. They show interest in cars, vans and people walking past the garden as they play outside. They build and construct using small and large bricks confidently. Children, run, jump and climb, showing awareness of others. They move across the large garden with coordination and skill and ride bikes safely. Children create with paints, sand and water. However, younger babies have too few opportunities to create throughout the day.

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

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| 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

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| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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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