

# Quaggy at Margaret Bondfield Childrens Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY350218
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<b>Inspector</b>	Lisa-Marie Jones

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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**

Quaggy at Margaret Bondfield Children's Centre was registered in 2007. It is a full day care provision run by Quaggy Development Trust on behalf of the London Borough of Greenwich. The nursery runs from a purpose building in Plumstead, in the Borough of Greenwich.

The nursery is registered on the Early Years Register to provide care for 52 children in early years age range. There are currently 46 children on roll. The nursery supports children with special educational needs and/or disabilities. It also supports children who speak English as an additional language. It opens from Monday to Friday from 8am to 6pm, all year round. The nursery is receipt of nursery funding for children aged two, three and four years. There are 11 staff who work directly with the children, of these, nine hold an appropriate childcare qualification, and one is working towards to a degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The staff's astute understanding and highly effective implementation of the Early Years Foundation Stage Framework is superb. They are dedicated to supporting the care, learning, and development of all the children who attend the nursery who therefore make excellent progress. The staff team's excellent understanding of safeguarding means that they are vigilant in promoting children's well-being at all times and their safety is always prioritised. The fully embedded self-evaluation means that areas for further development of the provision are consistently anticipated and identified, enabling the nursery to have an excellent capacity for continuous improvement. Partnerships with other professionals and parents are significant to enable consistency in care overall.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing the children's assessments and profiles for the consistent development of children's welfare and education to include other professionals input .

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

Highly effective policies and procedures to safeguard children are implemented. Staff have up-to-date knowledge of current procedures, in line with Local

Safeguarding Children Board guidance and have secure relationships with the local safeguarding team. Consequently, children are very well safeguarded. Potential hazards throughout the nursery and on outings are minimised, because robust and regular risk assessments are carried out. This also includes rigid fire safety arrangements and regular evacuation practises that enable children to become familiar with what to do in the event of a real emergency. There is comprehensive documentation and records to promote children's health and well-being and these are regularly updated and shared with parents and staff.

The environment is very well organised to enable children to have the freedom and space to explore all activities independently with an excellent opportunities to play and learn outside throughout the day. Children gravitate to the exciting outdoor space where staff enthusiastically encourage them to explore by searching for snails or using the newly developed nature garden. An extensive range of well maintained, stimulating and interesting resources are available throughout the nursery which help children to develop their skills in all areas of learning. Staff develop very strong bonds with children and their families, which ensures that they all feel welcome, at ease and are aware of the day to day running of the nursery. Each child has a comprehensive observation and planning folder which parents have access to on a regular basis. Partnerships with parents is one of the key strengths of the nursery and is something that the senior management see as a priority. They anticipate the anxieties that parents could face in situations, such as the transition to primary school, and organise extensive support sessions to help alleviate any concerns they may have.

Staff's ability to promote equality and diversity through all aspects of the nursery is excellent. They ensure all children have equal access to activities and resources and are clear about narrowing any gaps in children's achievements. Relationships with other professionals involved in the care of the children are very well established and exceptionally strong. However, comments are not always recorded in the children's profiles to enhance consistency. Special consideration is given to children with additional medical conditions where risk assessments are completed to reduce the risk of infection and to ensure their safety. Most staff are first aid trained and key staff have received training in caring for children who need specialist support. Because of these secure practices, the staff team help children to be very happy and settled. All their needs are consistently met and they make excellent progress in their development in relation to their starting points.

The Quaggy Development Trust senior management demonstrate an excellent capacity for continuous improvement. They are wholly committed to making outcomes for children to the highest standard and are continuously anticipating where families will need support, then readily provide resources to support them. The day to day manager is a strong leader and an excellent role model, who is very skilled in dedicating her time to support staff in their roles and ensures that all staff attend an extensive range of training, to improve their capabilities of supporting children with a variety of needs. The very detailed self-evaluation highlights that they are highly aware of the strengths and weaknesses of the setting and have implemented robust action plans that are executed swiftly. Therefore, they continuously enhance the care, learning and development

opportunities for children.

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

Staff's knowledge and expertise result in children having meaningful and challenging experiences. These enable children to thrive in their all round development. Clear, concise individual planning, observation and assessment are significant in making sure that children have a curriculum that meets their individual needs. The detailed systems to closely monitor and track each child's development, demonstrate that children's progress is consistent. Their starting points and next steps in learning are clearly identified and fully achieved. There is a central tracking system for the whole nursery that can monitor how children are developing in each individual area of the curriculum. Activities, resources and the staff team's understanding fully promote equality and diversity. Children are given significant opportunities to explore and understand different cultures. All children extend their learning and develop at their own pace, with the support of dedicated and knowledgeable key workers who know them extremely well.

The whole staff team are enthusiastic in their approach to children's learning and care. Children are effectively motivated and nurtured and offered positive praise and rewards. This builds self-esteem and makes children feel secure and included in the nursery. Children are busy and relish the variety of activities. They play well and enjoy the company of each other in a relaxed, happy, calm atmosphere. They have excellent opportunities to develop very good communication skills because staff proficiently implement the 'Every Child A Talker' programme. They articulate clearly when speaking and encourage children to recall activities and past events. Therefore, children are confident speakers and initiate conversations with both friends and adults. Children thrive in the outdoor space where they develop not just their physical skills but also all other areas of learning with the support of staff.

Staff motivate children to eat well and there is a strong ethos of healthy eating. Children sit together with staff in small groups and are actively encouraged to try new foods. This helps children who find eating difficult as they have positive role models around them. Children adopt exemplary personal hygiene habits through thorough hand washing routines, and they use low level sinks in the main play areas to aid this. They develop very good manners and social skills. Children feel completely safe in the setting, because adults establish close relationships with them, enabling them to feel settled and comfortable to explore the environment. Children confidently leave their parents, skipping off to enjoy what is on offer. This enables them to play happily and cooperatively with each other. Children thoroughly enjoy their time in the calm, vibrant, happy nursery, which leads them to achieve highly and to develop excellent skills for future learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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