

Market Day Nursery

Inspection report for early years provision

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Inspector Clair Stockings

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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

Market Day Nursery was registered in 1995. It operates from a converted house in the London Fields area within the London Borough of Hackney. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year.

A maximum of 39 children under eight years, of whom not more than 39 may be in the early years age group, of these, no more than nine may be under two years, may attend at any one time.

There are currently 43 children, aged from nine months to four years and seven months on roll. The nursery is in receipt of funding to provide free early education to children aged two, three and four years.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 12 members of staff, 10 of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress through the mostly challenging and stimulating play experiences offered. Children's welfare is promoted effectively as staff have good knowledge of local safeguarding procedures. The manager and staff team meet children's individual needs by the high quality provision they offer and strong partnership with parents and external agencies. Systems to monitor and evaluate the nursery's performance are effective and accurately identify areas for further development. This demonstrates the staff team's commitment to maintaining and improving a good quality provision for children.

What steps need to be taken to improve provision further?

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

- further enhance the outdoor learning environment to support all aspects of children's development.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are good as staff demonstrate a thorough understanding of local safeguarding procedures. Well-organised and highly

effective written policies on safeguarding support their knowledge and are available to parents. The manager adheres to robust recruitment and vetting procedures to ensure that all staff working with children are suitable to do so. Comprehensive risk assessments and daily checks are completed to identify and minimise potential hazards. This means that children are able to move safely and freely around the nursery.

The environment is well organised and accessible, with a range of varied resources. The diverse staff team supports inclusion well, for example, by planning activities to promote use of positive images of cultural diversity. This helps to give children and all families a strong sense of belonging and of being valued. Staff have a good understanding of the needs of children with special educational needs and/or disabilities and those learning English as an additional language. This allows the children to fully participate in the well-adapted activities that are offered. Staff ensure all children are included and involved in the activities offered by taking into account their individual interests and developmental needs.

The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance children's learning. All recommendations from the previous inspection have been successfully met. For example, systems for assessment of children's progress have been improved. This promotes learning outcomes for children. The staff team contributes to the nursery's self-evaluation, which takes account of all aspects of the provision. Parents are equally involved in the evaluation of the nursery through representation on the management committee. This means that they are able to fully contribute to the identification of the nursery's strengths and priorities for improvement.

Partnerships with parents and carers are good. Staff provide parents with purposeful information on display boards inside the nursery, parental workshops and a website. This means that parents and carers have opportunities to be involved in their children's learning. Relationships with other professionals and external agencies involved with the children are well established. These partnerships contribute effectively to supporting children's ongoing welfare and learning.

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

Children learn through play in a welcoming environment that offers variety and interest. They are calm, appear happy and generally behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the natural ability of staff to engage positively with them. Staff have a good understanding of the learning and development requirements. They observe the children's individual progress and record their development in their profile folders. They use these to plan and provide a varied range of indoor activities and experiences, taking into consideration the children's individual interests and ideas. However, currently provision for the outdoors does not fully cover all areas of learning or take into account differing learning styles.

Babies confidently explore a range of materials and resources in their designated room. They demonstrate their natural curiosity and their eagerness as they independently move around and explore the resources which are accessible to them. For example, they delight in feeling the different textures and hearing the sounds of farmyard animals pictured in a book, supported by attentive staff. In addition, they become increasingly confident as they begin to pull themselves up to stand securely holding on to furniture. Toddlers have ample opportunities to make marks for different purposes and can independently access a range of writing resources. This supports children to successfully develop their early writing skills. Pre-school children readily help themselves to books, puzzles, cutting and drawing materials and enjoy making structures from a range of construction materials. They are learning mathematical concepts through practical activities. For example, they identify three-dimensional shapes and understand variations in size as they cut, shape and mould play dough. Children have access to good quality information and communication technology. This contributes effectively in helping children acquire and apply appropriate skills for their future lives.

Children have caring, happy relationships with all staff. Staff provide lots of praise and encouragement as children play. They give clear explanations to the children as to why they cannot do certain things. Consequently, children understand what is expected of them, are well behaved and understand the boundaries in the nursery. Children learn about the needs and feelings of others through sharing, taking turns and helping others.

Staff promote children's understanding of similarities and differences through a broad range of activities, such as festival celebrations. In addition, children have access to a good selection of multicultural play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

Children are successfully learning to adopt a healthy lifestyle. They enjoy a healthy balanced diet and the menus are displayed and shared with parents. Children have access to fresh drinking water which they can independently help themselves to when they are thirsty. This helps children to develop an awareness of their own bodily needs. Children are developing an effective understanding of the importance of personal hygiene through regular hand washing, encouraged by staff. Children benefit from daily fresh air and exercise during outdoor play. Children learn about safety through regular fire evacuation practice. In addition, children safely use a range of challenging utensils and resources supported by attentive staff.

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	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

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	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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Annex B: the Childcare Register

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

Met