

St Mary Magdalene Early Years Centre

24 Bride Street, London, N7 8RP

Inspection date	19/11/2012
Previous inspection date	26/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very happy and confident. They have secure relationships with staff and each other.
- Staff have high expectations of all children and clearly demonstrate that children are making good progress towards the early learning goals, given their starting points.
- Children play in a stimulating, welcoming and well-resourced environment. Staff plan a wide variety of activities to promote their learning, which are based on their individual interests.
- Staff have secure relationships with parents who have good opportunities to be involved in their child's learning and receive regular updates about their progress.

It is not yet outstanding because

- Opportunities for all children to use their home language during play and learning are not fully established.
- The organisation of meal times does not always meet children's needs or provide them with opportunities to further their independence skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector met with management and staff to discuss the complaint.
- The inspector spent time observing children in all rooms and in the garden and discussed individual children's development with their key persons.
- The inspector spent time talking to parents at the setting.
- The inspector looked through children's individual records and their profiles with their key persons.
- The inspector checked through a sample of policies and procedures including those relevant to the complaint.

Inspector

Liz Corr

Full Report

Information about the setting

St Mary Magdalene Early Years Centre is based in Islington and was re-registered in March 2011. It has operated at this site since 2007. It was formerly registered at another site in Islington. The centre is managed by St Mary Magdalene Academy and operates from a purpose built, self enclosed nursery within the academy building. Areas used by the

children include a baby room, toddler room, nursery room, children's toilets and an outdoor play area. Staff have access to meeting rooms and a staff room. The nursery is open from 8am to 5.30pm for 49 weeks a year. A maximum of 53 children may attend at any one time, aged from six months to five years. There are currently 49 children on roll and the nursery receives funding for free early education for children aged two, three and four years. The nursery employs 16 staff, all of whom hold relevant qualifications. Of these, four staff hold qualifications to level 4 or higher and one member of staff is working towards a level 4 qualification. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide opportunities for all children to use their home language in their play and learning
- improve the organisation of mealtimes for younger children and provide opportunities to extend children's learning including allowing older children to serve their own food.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff plan a range of challenging experiences for children across the seven areas of learning in this stimulating and well-resourced environment. Children enjoy opportunities to engage in activities based on their interests, which promotes their enjoyment and helps them to make good progress. Key persons know their children well. For instance, they carry out home visits as part of the settling in routine and discuss children's development with their parents during these visits. As a result, they gain useful information to determine children's starting points. Furthermore, as they get to know their key children they plan individual activities that motivate and help them to reach the next steps in their development. Staff keep clear records of children's achievements and share these with children and their parents. In addition, staff have successfully implemented the required progress checks for children aged two years and have arranged meetings to share their records with parents.

Staff support children's communication and language skills very well. For instance, they have introduced the 'Every child a talker' programme, to reflect on their practice and make adjustments to the learning environment. Babies and toddlers thoroughly enjoy planned and spontaneous opportunities for singing and music sessions to promote their listening and communication skills. Staff promote older children's interest in communication and language very effectively. For example, they use current themes to encourage children's interest in books and plan activities from a book about a bear that pretends to fly to the moon. In addition, they plan imaginative experiences as they help children to build their own rocket just like the bear in the story. Children enjoy interactive displays of the story, which further promotes their interest and engages them in the current theme. This promotes spontaneous discussions with staff and the children throughout the day. Consequently, children's communication language development is good and they are excited about books and communicating their ideas about stories. Staff plan interesting opportunities for older children to link sounds to letters. This effectively engages the interest of children who are ready to learn about phonics.

Older children have enjoyable opportunities to support their developing awareness of numbers and counting. They thoroughly enjoy opportunities to count up to ten during the group games, such as 'What's the time Mr Wolf?' Staff use spontaneous opportunities to introduce younger children to numbers. For example, they help children to count up to five as they build towers with bricks. Their awareness of numbers is reinforced as they count together as they rebuild their towers. Older children have good opportunities to learn about shapes and demonstrate their knowledge during spontaneous opportunities for example, during their lunch. They remark that one of the lunch tables looks funny. Staff explore this and children confidently describe the table as a crescent shape. Children have first hand experiences to explore the world and learn about animals when they visit the hens on the roof garden. Staff record these events in their profiles using photographs and evidence of children's growing confidence and experiences. Overall, staff promote children's learning and development well and help them to develop good skills for their future learning.

Children enjoy a stimulating range of toys and equipment that reflect positive images of diversity. Staff organise interesting opportunities for children to learn about a wide range of cultural festivals. Furthermore, parents are invited to these events which helps involve them in their child's learning and enjoyment. Staff have an effective awareness of children's home languages. An interactive welcome board is displayed in the hallway. This was set up with the help of parents who have recorded welcome messages in their home languages. Children enjoy hearing their parent's voices when they press the different buttons on the board. However, there are fewer opportunities for them to use their home languages during play. As part of their self-evaluation processes the nursery have identified areas they can improve to support diversity and inclusion. As a result, individual staff are receiving training and support to further improve resources for inclusion and diversity.

The contribution of the early years provision to the well-being of children

Children benefit from the well-established key person system, which enables them to develop secure attachments with their main carers. Staff get to know their key children very well and plan experiences and activities base on their individual interests. Staff stay close by as young children explore the play environment ensuring they are on hand to support them if necessary. Staff create a relaxed and calm environment during children's personal care routines, for example, as they gently sing to them while they change their nappies. Consequently, children settle well and develop positive relationships with staff and each other.

Staff are positive role models for children as they help them to understand the expected boundaries and how to behave well. Staff are enthusiastic and praise children for their achievements. Consequently, children behave well and happily take on tasks such as tidying up their toys and books before lunch. Younger children are learning the importance of sharing very well. For instance, when friends ask them to give back the toys they have been playing with they cooperate willingly.

Children are learning how to stay safe. For example, they are reminded to be careful of others when riding their bikes in case of collisions and staff are on hand to help them do up their shoes if they become undone. They regularly take part in practising emergency evacuations, which helps them to understand how to behave safely in an emergency.

Children's good health is consistently promoted. They enjoy healthy meals and snacks and easily access fresh drinking water. Meal times are generally relaxed, enjoyable and well organised as staff sit with children chatting about their day. However, on occasions, staff working with the youngest children do not always organise what they need before sitting with their key children. As a result, children do not always enjoy consistent adult interaction at this time. Children eat well and make healthy choices at lunchtime. However, older children do not practice independence skills, for example, by serving themselves. Children make good use of the open access to the outdoor area. They have good opportunities for rigorous play and fresh air in the garden. Older and younger children are able to engage in climbing and balancing as they access the wooden climbing frame. This provides them with stimulating challenges as they make their way up the wooden slope. Children have lots of opportunities to slide, run, push and cycle in the fresh air on soft surfaces, which promote their safety. Furthermore, the weekly organised physical play sessions help children to practice movement skills to support their age and stage of development. Children learn the importance of dressing appropriately in the cold weather as staff explain they need to put on their hats, coats and gloves to keep warm. Staff provide very effective support to children and their parents during children's developmental changes. For example, they discuss how they can work in partnership to support children when they are potty training so they work consistently together. Parents report that they feel very supported during this time and appreciate the practical help and suggestions staff provide.

Children receive effective support during transition periods. For example, when they move to a different group room or into the adjoining school. Children are well prepared for the changes as they gradually spend time in the new environment with their key person. This helps them to settle easily and feel secure. Furthermore, they have good opportunities to mix with all staff and children at the nursery during outdoor play, which promotes their

sense of belonging to the nursery as a whole.

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

The management provides consistent monitoring of the programme of activities. The manager ensures that staff provide a broad range of experiences to help children make good progress towards the early learning goals. Staff have successfully organised systems to introduce the seven areas of learning into their daily routines and planning. Staff know their key children well and as a result are able to provide effective support in partnership with their parents. This ensures that appropriate measures are in place for children who need additional support.

The management has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff receive regular opportunities to reflect on changes to requirements and to update their knowledge. Robust recruitment procedures are followed for recruiting and inducting new staff so they are fully aware of their responsibilities. The manager has effective systems in place to promote the professional development of all staff, for example, through monitoring performance and providing training. Staff have a secure knowledge of safeguarding procedures and how to report child protection concerns. They update their child protection knowledge on a regular basis to help ensure they know what to do in the event of any concerns about a child in their care. Staffing ratios are good and staff supervise the children well overall. They keep records of any incidents involving children, which helps to promote their welfare.

The management team has a strong drive for continual improvement at the setting. The team evaluates the service regularly and sets realistic targets for future development. For example, the manager has provided parents with an open door policy so they can share any concerns or with them throughout the day. Furthermore, the manager is in the process of providing parents with formal systems to give their views on their service using a parent survey. Parents provide very positive feedback about the nursery and recommend it to their friends who are looking for childcare. They particularly like the fact that it is a small setting and there is a consistent staff team. They say this makes it feel like a family atmosphere. They appreciate that children have open access to the outdoors and are very pleased that staff plan activities around their individual interests. Staff work effectively with other agencies and professionals to promote consistency of care and learning for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY420520
Local authority	Islington

Inspection number	892210
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	49
Name of provider	St Mary Magdalene Academy
Date of previous inspection	26/09/2011
Telephone number	02076092344

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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