

My Nursery

3 Newport Avenue, LONDON, E14 2ED

Inspection date	04/01/2013
Previous inspection date	06/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 happy, keen to learn and rapidly growing in self-assurance because of the warm relationships quickly established with staff.
- Staff make clear their expectations for children's behaviour, including how children should care for their environment and the toys and resources within it. Children respond positively, doing what is asked of them, behaving well and developing their ability to share and take turns.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis in order to meet children's individual needs.
- The manager and her staff team have a shared ambition to improve the provision to promote learning and development for all children.

It is not yet outstanding because

- Opportunities to promote all areas of learning outdoors are not fully explored.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector and manager undertook a joint observation of an activity.
- The inspector talked with available staff, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, display materials and staff suitability records.

Inspector

Clair Stockings

Full Report

Information about the setting

My Nursery LLP registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of an apartment building in the East India area of Docklands in the London Borough of Tower Hamlets. Access to the building is at ground level. Children have the use of six playrooms on the ground floor and share access to a small outdoor play area at the side of the building. Children also have the use of a secure outdoor playground at the front of the building. The nursery employs 32 members of child care staff. Of these, 25 hold

appropriate early years qualifications at level 3, including two with Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 181 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop the nursery environment further by extending resources outdoors for children to explore, build and role play.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Learning journals that include photographs and observations are in place for all children and these highlight the development they are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Parents are actively involved in contributing to their children's development through daily discussions.

Staff promote children's communication and language skills successfully through the varied range of activities offered. Older children eagerly select from a range of musical instruments and join staff in playing along whilst singing familiar nursery rhymes. Children enjoy sharing their chosen storybooks with staff and their friends. They snuggle up together to share a favourite book, establishing children's interest in reading for pleasure

and purpose. Staff engage actively in conversation with the children and give them time to initiate discussions from shared experiences. They show children how to pronounce words by responding and repeating what they say in the correct way. Accessible writing materials are available for all children to practise their early writing skills. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including a climbing frame and wheeled toys. However, there is scope to extend the range of resources outdoors to further support children's development in all areas of learning. Staff place a range of interesting toys around babies to encourage them to explore the space around them. Staff interact positively to engage and encourage, for instance, sitting closely by, they demonstrate how the buttons work on a push-along toy. Babies watch intently as different buttons produce sounds and lights and they show great pleasure and excitement. They begin to reach out to touch and press the buttons, listening and staring intently at the effect this has. Staff provide a range of varied and interesting activities that are relevant to their ability and interests to successfully promote their learning. As a result, children's development is well supported and provides a solid base for future progress and learning experiences.

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

Children are happy, settled and content as they form positive relationships with their key person, staff and other children within the nursery. The effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly welcome the children and their families. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Staff support well the needs of children who are learning English as an additional language. They use flash cards and key words in the home language help children settle and communicate effectively. Children concentrate and persevere on their freely chosen activities as well as those led by adults. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Older children hear gentle reminders to say 'please' and 'thank you'. Their behaviour is good, as staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example tidying away toys and resources in preparation for snack.

Staff support children's emerging understanding of the importance of a healthy lifestyle. They provide nutritious snacks and meals, which include fruit and vegetables. Children develop good independence skills as they are receive time and encouragement to serve themselves and pour their own drinks. Staff discuss the importance of hand washing in order to protect themselves from harmful germs. As a result, older children develop independence in hygiene and managing their personal care. Children benefit from regular fresh air and exercise during outdoor play. Staff thread safety through daily routines to raise children's understanding, such as reminding them to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practice. These measures mean children enjoy their nursery experiences and

have some emerging skills to underpin their eventual move to school.

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

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures ensure staff suitability. In addition, effective induction procedures support their developing knowledge of the setting's policies and procedures. Staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children. They carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery. The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. The manager monitors staff performance both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend some relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues. The manager and staff team demonstrate a commitment to the continual development of the whole provision. Self-evaluation effectively identifies the nursery's strengths and priorities for improvement. Staff have successfully addressed the recommendation from the previous inspection. Consequently, staff have reviewed the use of space in the nursery to provide a more rich and varied learning environment. This promotes children's learning and development.

Effective procedures are in place to work with parents and, as a result, parents speak highly of the care and learning their children receive. They gain information about their child's learning through daily verbal feedback, photographic displays and written activity planning. Information sharing with other providers is effective and this eases the transition process to other settings for the children.

The Childcare Register

The requirements for the compulsory 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	EY367418
Local authority	Tower Hamlets
Inspection number	899357
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	181

Name of provider	My Nursery LLP
Date of previous inspection	06/03/2012
Telephone number	020 7515 8333

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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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