

# Mildmay Nursery

Mildmay Neighbourhood Learning Centre, 2-4 Mildmay Road, ILFORD, Essex, IG1 1DT

<b>Inspection date</b>	07/02/2013
Previous inspection date	08/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 can play outside for most of each session. Children who learn best outside can choose from a good range of activities in the enclosed outside area.
- Staff know children well and they plan stimulating activities which develop their individual skills.
- Children develop close bonds with all staff and students and not just their key person.
- Children enjoy messy play activities and experiment with textures and quantities as they play.

### It is not yet outstanding because

- Staff do not always provide older children with opportunities to develop their skills in technology, so they are prepared for school.
- Children learning English as an additional language cannot access books in their home language to support their interest in books.

## 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.

## Inspection activities

- The inspector examined documentation including samples of children's development records, accident reports and staff qualifications.
- The inspector talked to staff, parents and children.
- The inspector observed children's play in all areas of the nursery.
- The inspector examined display materials and available resources.

## Inspector

Lesley Hodges

## Full Report

### Information about the setting

Mildmay Nursery was registered in 2011. It is managed by Vision Redbridge Culture and Leisure, part of the local authority. The setting operates from the Mildmay Neighbourhood Learning Centre in Ilford in the London Borough of Redbridge. Children have access to a large playroom, associated facilities and an outdoor play area. The setting is open Monday to Friday from 9am to 12pm and 12.15pm to 3.15pm, term time only. The nursery is currently in receipt of funding for the provision of free early education to children aged three and four years. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. The setting offers a service to children whose parents attend adult classes in the centre as well as for those

living in the local borough. The setting is registered on the Early Years Register. The setting employs three full-time members of staff including the manager. The manager holds an appropriate level 4 childcare qualification and the rest of the staff hold level 3 qualifications. In addition there are regular student volunteers who are currently training for a qualification.

### **What the setting needs to do to improve further**

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

- provide better opportunities for older children to develop skills in technology by ensuring that resources are available on a more regular basis
- provide additional resources to children who are learning English as an additional language by providing reading books in their home language which they can use freely.

### **Inspection judgements**

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

Children choose from a good range of activities and learning experiences across the seven areas of learning. Staff effectively support children's learning as they observe their play and plan challenging activities for individual children. Each child has a key person who is responsible for making these observations but children develop close bonds with all staff and students. Key persons know the children well and work with parents to meet their care and development needs. These good relationships and sharing of information between parents and the nursery staff mean that children can also practise their skills at home. Staff are knowledgeable about how children learn and understand how children learn through play, especially play which is linked to their interests. Staff provide activities based on children's current interests to encourage them to develop new skills. For example, children examine the marks they make when they use cars in paint.

Children enjoy making dough with flour and water. They experiment with the ingredients and learn how to make the dough to the right consistency. Children concentrate when doing this activity and choose additional materials such as glitter to enhance the activity and develop their creative skills. They experiment with different materials in the outside area, using sand as a prop in their role play games. The outside areas are used well by all children. Those children who learn better when they are outside can choose to play there for most of the session. In addition the outside garden encourages children to develop

physical skills as they ride on bikes and climb on top of a tunnel.

Children choose books freely and learn how to turn the pages when looking at pictures. There is a varied range of books for children to choose from. However those children learning English as an additional language currently cannot choose books in their home languages. Younger children develop technology skills with interactive books and toys. They enjoy pressing buttons in books and listening to the sounds they make. However equipment to develop older children's skills in technology is not always available or working properly.

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

Children are greeted warmly by all staff and students and they build good relationships with them. Children enjoy learning and giggle as they learn mathematics concepts when playing with construction toys in a fun way. Children develop their independence skills. They choose for themselves where to play, take off and put on their coats and wipe bikes and cars when they are wet from the rain. They learn about keeping safe as staff remind them to think about what they are doing and offer assistance if they need it. Snack time is a sociable time for children. They sit and chat as they choose from the healthy snacks and drinks available. Children choose when to eat and help themselves to food and drink, learning to use jugs to pour their drink. Toys are arranged so that children can make choices in their play. Boxes are stored at low levels and are labelled with pictures enabling children to see and collect the equipment they want to use. All these actions help children develop the independence skills they need as they progress to school.

Staff use effective strategies when children have minor disagreements about toys and behaviour is generally good. Children understand changes in the routines and take part in song time with enthusiasm. New children settle quickly and parents are welcome to stay with them to help them become familiar with the environment and staff. Parents comment that the size of the nursery helps their children settle. They also comment that the friendly staff give individual attention to the children which makes them feel welcome. Older children who are moving on to school benefit from focused activities which help them develop early writing skills. They enjoy number activities in their play and read the date and day of the week when they arrive at the nursery each session.

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

Staff minimise the risk of accidents to children. The nursery maintains a detailed record showing when staff and students are working to ensure children are fully supervised during their play. Any concerns or incidents that staff become aware of are carefully recorded and the manager follows these up. Every day accidents are recorded along with any action staff take. This ensures that parents are aware of any treatment children have received. Risk assessments are carried out and the manager routinely checks the environment for potential or actual hazards.

Staff are fully aware of their role in safeguarding children. They understand the indicators that would cause them concern and know the procedure to follow to report and record these. Children can play in a secure environment as there are robust procedures which the nursery applies for all visitors.

The manager and staff have worked hard to implement improvements to various aspects of the nursery. They are keen to continue with improvements and are looking at ways to extend the outside area so that children can grow vegetables and flowers. Parents contribute their ideas on ways to improve the nursery. For example, parent meetings have been introduced along with 'stay and play' sessions. During these sessions parents can join their children playing with favourite toys and dancing along to favourite songs. Parents are encouraged to be involved in activities to enhance their children's learning. They provide resources to help children learn about festivals and provide photographs of the nursery teddy when he stays with them for the weekend. These all help provide continuity of care for the children.

The manager works well with outside agencies, calling on them for guidance if children need support in their learning. Staff learn additional ways in which they can assist children who are learning English as an additional language or have a communication delay. The manager takes aspects of the guidance given and uses it to help all children develop their communication skills. For example, staff review the way they communicate with all children and give them time to think about their answers to questions. Self-evaluation is good as a result of the nursery using a variety of methods to review their practice.

## 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

<b>Unique reference number</b>	EY432847
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	902575
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Vision Redbridge Culture & Leisure
<b>Date of previous inspection</b>	08/03/2012
<b>Telephone number</b>	02085140569

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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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