

The Marylebone Village Nursery

St. James's Church in Spanish Place, 22 George Street, LONDON, W1U 3QY

Inspection date

12/02/2013

Previous inspection date

05/03/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 have secure, trusting relationships with their key person. Consequently, they are settled and happy in the nursery and growing in confidence.
- Children benefit from the strong partnerships that exist between the staff and parents. Information is regularly shared to support children's care and learning.
- Children spend their time in an environment that is conducive to learning. There is a good range of equipment and play materials that promote learning in each of the seven areas.
- Staff have a good understanding of promoting the health and the safety of children.

It is not yet outstanding because

- Snack times are disorganised and do not enable children to develop social skills within a calm and social atmosphere. Children do not have routine access to the computer in order to develop their skills in operating information and communication technology.

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 spent the majority of the inspection observing the children and staff.
- The inspector sampled children's information and development records.
- The inspector and manager carried out a joint observation of an activity.
- The inspector discussed safeguarding matters and sampled other policies.
- The inspector spoke to four parents to gain their views about the nursery.

Inspector

Christine Bonnett

Full Report

Information about the setting

The Marylebone Village Nursery is privately owned and was registered in 2011. The premises are based in the basement of St James' Church, in Spanish Place, within the London Borough of Westminster. There is a large spacious hall for children to use for indoor play and toilets lead off this area. A small courtyard is available for outdoor play. The nursery is open term time only and is currently open from 8.45am to 2.45pm. There are four members of staff including the manager, two of whom hold a relevant childcare qualification. The nursery is registered to care for 40 children in the early years age group, of these, not more than 4 may be between 1 year and under 2 years at any one time. The nursery is registered on the Early Years Register. There are currently 22 children on roll.

The nursery is able to support children who have special educational needs and/or disabilities and those who learn English as an additional language. The nursery is in receipt of funding for the provision of free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- consider ways to enable all children to have routine access to the computer in order to develop the skills they need to use a mouse and keyboard and to interact with age-appropriate computer software.
- consider ways to organise snack times to help enable children to experience a calm and social occasion in which social skills are promoted.

Inspection judgements

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

Children are happy and enjoy their time in this welcoming and friendly nursery. Staff are skilful practitioners, who have a good knowledge of the learning requirements of the Early Years Foundation Stage and how children learn. Consequently, children make good progress towards the early learning goals. The effective systems of observation and assessment help to ensure that children are monitored in their development across the prime and specific areas of learning. Staff use information they gain from the observations and assessments to identify individual targets for each child to work towards. Children's interests are also considered when planning activities. This helps ensure that all children are challenged and motivated to learn. The two-year-old progress check reports inform parents about their child's development in the three prime areas of learning. These also include the additional support that will be offered to address any emerging concerns.

Parents routinely receive information about how their child spends their day. They are also invited to spend a session in the nursery and share their experiences or a story with all the children. For example, parents talk about the animals native to their home country. This enables children to learn about the wider world and also enables parents to learn more about how the children play and learn in order to support their learning at home. Most of the staff speak more than one community language and use these to good effect to support children learning English as an additional language. They also learn key words in other languages to help children settle.

Children have fun as they learn. They enjoy helping to make dough and assist in measuring the flour, stirring the mixture and feeling the changing textures. Staff understand that this one activity effectively incorporates each area of learning. For example, as well as promoting children's counting and physical skills, staff also encourage the children to think critically and answer questions.

The nursery has a range of equipment to enable children to learn how to operate information and communication technology, including a camera. They also have computer; however, this resource is not available for children to use on a daily basis. This reduces children's ability to develop their skills in using a keyboard and mouse, particularly when they only attend part time.

Children enjoy handling books on their own and joining in group story times with staff. They listen intently to their favourite story and anticipate with pleasure what happens next. Children also have the opportunity to hear live music each week played by a visiting musician. They sing songs to her guitar accompaniment and act out stories to the drum beat. This experience increases children's awareness of the wider world and stimulates their imagination.

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

The effective key person system and the settling in process help to ensure that children develop strong emotional bonds with their key person. This also helps children to feel safe and secure. Parents are closely involved in helping children settle into nursery by sharing what they know about them through the detailed 'Entry profile' forms. These enable staff to have an in-depth knowledge of each child's background and individual needs and to build a picture of their likes, dislikes and interests. Children have plenty of space to move freely around the hall. They become active learners because they are motivated to engage with and fully explore the play materials. The resources promote learning in all areas.

Children learn the importance of adopting a healthy lifestyle. Although the outside area is small, it has suitable equipment for children to be physically active. For example, they enjoy bouncing on the trampoline and riding bikes. In addition, an indoor area is designated for large equipment, including a slide and climbing frame. Children who stay all day bring a packed lunch. Parents are made aware that healthy eating is promoted at the nursery. Snacks are provided by the nursery and the menu includes a variety of healthy food, such as fresh fruit and salad vegetables, as well as rice cakes, bread and pita bread. Water is available for children to access throughout the day and milk is also on offer at snack time. Staff know children's individual dietary needs and ensure that these are adhered to. Children behave very well, staff generally promote the use of good manners. However, children's social skills are not as well promoted at snack time because the routine is disorganised. This means children do not always have the opportunity to enjoy their food and experience a calm, social occasion.

Younger children's transition from their base area in the hall to an older group area is managed well. It is a gradual process which enables children to become familiar with the

new area and routine to help ensure they continue to feel secure. Children are also well prepared for their transition to school. Staff liaise with the local schools and find out about their routine and uniform in order to talk about these with the children. They also prepare children for school by encouraging them to learn how to dress themselves and manage their personal hygiene needs. However, the staff's main focus is ensuring that children are emotionally prepared for school by having good self-esteem, confidence and a love of learning.

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

Leadership and management of the nursery are good. The new manager appointed since the last inspection is clear about her role, responsibilities and accountability for the quality of the provision. Consequently, many positive changes already benefit the nursery's practice. The actions imposed for improvement at the last inspection have been addressed successfully, resulting in children being better protected from harm, both inside the nursery and on outings.

The provider and the manager share a commitment towards providing good quality childcare. They understand the importance of continuous development in order to enhance standards and evaluate practice, identifying areas of strength and those to develop. Plans for the future include developing the outdoor area to enable children to grow vegetables and plants to gain deeper understanding of healthy eating and the natural world. Staff and parents are included in the evaluation process. Parent's questionnaires are used to gauge their views. In addition the 'parent/governor' meetings afford parents the opportunity to propose ideas and suggestions to the management team through a nominated person. All feedback is welcomed and influences decision making. Parents commented during the inspection that they are very happy with the care the staff provide and that they enjoy good communication with their child's key person.

Robust procedures are in place to safeguard children. These are understood by all staff and implemented fully. They include thorough procedures for the recruitment of suitably qualified and experienced staff. New staff develop their understanding of the setting's policies and procedures during an in-depth induction. Records of training needs are maintained so that staff remain up to date with safeguarding matters and paediatric first aid training to effectively promote children's safety, welfare and well being. Effective systems are in place to monitor and support staff performance in order to enhance their skills and achieve improved outcomes for children. The manager and provider also maintain an overview of how staff implement the education programme to help ensure each child is able to make good progress in their learning.

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	EY435123
Local authority	Westminster
Inspection number	785795
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5

Total number of places	40
Number of children on roll	22
Name of provider	The Marylebone Village Nursery Limited
Date of previous inspection	05/03/2012
Telephone number	02079352441

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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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