

Maytime Nursery

Ilford Cricket Club, Valentines Park, Ilford, Essex, IG1 4UE

Inspection date

Previous inspection date

14/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 learn from a good range of resources and activities inside which support their learning and development.
- Staff build effective relationships with parents and encourage parents to contribute to their child's progress.
- Good interaction between children and staff helps children to feel safe and secure within the setting.
- Strong self-evaluation of the setting's practice by staff helps them to make improvements and support children's learning.

It is not yet outstanding because

- Staff promote children's learning well overall, although they do not provide as many opportunities for them to investigate the natural environment in the outdoor area. This slightly reduces children's understanding of the world.

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 observed children's play and staff interaction, indoors and outside
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Caroline Preston

Full Report

Information about the setting

Maytime Nursery registered in 2012 and is one of four settings privately owned. The setting operates from Ilford Cricket Club, within the grounds of Valentines Park. The setting is located in a residential area of Ilford in the London borough of Redbridge. The setting operates from the main hall and all children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 26 children on roll. The setting mainly provides for children in the local community. The setting is open each weekday during term time from 9am to 12 noon. There are five members of staff and all, including management, hold appropriate early years qualifications to level 2

and 3.

What the setting needs to do to improve further

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

- develop further children's understanding of the world by offering them opportunities to investigate the natural world and the effects of weather, for example, by providing chimes, streamers, windmills and bubbles to investigate the effects of wind.

Inspection judgements

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

Staff support children very effectively to progress towards the early learning goals. Children's individual needs are assessed and monitored when they start and continuously observed by staff. This means that staff can readily identify any additional needs children may have; they offer support and make referrals to appropriate agencies. This is with consent from parents, so that they are part of their child's progress and achievement at all times.

Children enjoy learning from a good range of exciting play experiences. Staff engage effectively with children, supporting their play through discussions and questioning. Parents contribute to their child's initial assessments; staff value what they have to say about their child. Staff build good relationships with parents through the key person system, as they communicate effectively with parents, sharing information.

Children play in groups as they take part in pretend play at the 'greengrocer'. They dress up in costumes and fill their baskets with food, discussing the many fruits they can purchase at the greengrocer's. They elaborate on their play ideas as they build up the role-play activity, adding different resources to make the experience more real. Children are friendly towards each other; they initiate conversations as they play and listen to each other. Children have good relationships with staff, they enjoy sitting with staff and playing at most of the activities available.

Children listen to stories read by staff in the cosy quiet area; they focus their attention on the story and follow with interest. Children follow instructions when supported by staff at the water play activity. They learn to handle and measure using different-sized resources. Children understand the use of objects, for example that scissors are used to cut the

different-sized magazine pictures in the tray. Children begin to understand 'why' questions for example, when staff question them about where the rain comes from.

Children move freely and with pleasure and confidence in a range of ways, such as walking, running and jumping outside in the rain. Children skilfully draw lines and shapes on the large sheets of paper attached to the table. This fosters their physical development.

Children begin to use number language as they measure and count objects. At the water play activity, they use different sized jugs and funnels to weigh and measure the water. Children remember and talk about significant events in their own lives, for example who they visited at the weekend and family events. They experience and talk about the natural world, such as visiting and feeding the ducks in the park. However, children do not have as many opportunities to be creative and develop their learning in the outdoor area, for example, by investigating the effects of the weather. Therefore, they have fewer opportunities to further develop their understanding of the world. Children enjoy operating simple equipment such as musical programmable toys and telephones, which help them to discover how things work. Children explore and experiment with a range of media through sensory exploration. They mould and shape with sand; they create with paint and enjoy a good range of messy play activities. All of the activities and learning help children be ready for school.

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

Children's physical and emotional well-being is met effectively as staff bond with children, forming secure attachments. Staff are good role models. They act affectionately towards children, and work well as a team. Children observe staff talking with their parents everyday, all of which helps children feel safe and secure at the setting. Children behave well; they are reminded of the setting's behaviour rules during everyday play. Children wait and take turns, they share and are patient.

Children learn about differences through handling and playing with a wide range of good resources that promote positive images of others. Children learn about and celebrate different festivals that children celebrate who attend the setting. This means children learn to respect and tolerate the differences they have. Children take small but safe risks as they play outside and handle equipment such as scissors. Children discuss and learn about road safety and learn through topics about the people who help us.

Children enjoy playing outside everyday; they enjoy the fresh air and exercise, all of which contributes to their understanding of healthy lifestyles. Children are offered fresh fruit and nutritious snacks to promote their knowledge of healthy foods. They attend to their own personal needs using the toilet when needed. They learn about good hygiene routines by washing their hands after using the toilet. Small displayed posters help remind children of what to do, as they show pictures of soap, and hand washing. Staff organise the main playroom with a rich range of resources and play activities to stimulate children's interests

and learning. All of which supports children building their confidence and self-motivation.

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

Staff's good knowledge and understanding of how children learn, means they offer children a rich and vibrant curriculum. As a result, children progress well towards the early learning goals. Good observation and assessment of children's stage of development by staff helps them to plan for children's next steps.

Staff complete written risk assessments inside and outside, this helps them identify any potential risks to children and to remove them. Staff's good knowledge of safeguarding procedures means that they can identify possible concerns and contact relevant external agencies. All of which supports children's well-being and health. All required documentation is in place for the smooth running of the setting.

Strong evaluation by management helps to improve the care and education children receive. The manager and staff continually evaluate arrangement of resources inside the hall and make changes to meet the needs of all the children. The setting works closely with the local authority, which also helps them to evaluate their practice and improve it.

The manager supervises the performance of staff very effectively, observing their practice everyday. Staff are offered regular meetings with her to discuss their developmental needs and training is offered to support further childcare knowledge. The setting's effective partnership with external agencies and parents helps to meet the individual needs of children. Parents share all records of children's achievements and help contribute to children's learning at home. Children regularly take home work books home to complete work, such as beginning the formation of writing numbers. This helps to develop a strong partnership with parents in support of the children's learning and development.

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
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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	EY453090
Local authority	Redbridge
Inspection number	880459
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32

Number of children on roll	26
Name of provider	Mary O'Mahoney
Date of previous inspection	Not applicable
Telephone number	07713255027

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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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