

Marsham Street Children's Centre

121 Marsham Street, London, SW1P 4LX

Inspection date	21/06/2013
Previous inspection date	27/06/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 settled, confident and active learners. They explore their environment and resources with enthusiasm and purpose.
- The effective observation, assessment and planning procedures accurately identify children's next steps in learning as they move towards the early learning goals.
- Children's well-being is protected because all staff have a thorough understanding of their duty and responsibility in relation to all aspects of safeguarding.
- Children with special educational needs and disabilities are well supported because of the highly effectively partnerships that staff establish with all relevant agencies.

It is not yet outstanding because

- The layout of the nursery and the lunchtime routine creates some disorganisation in the room used by the older children, which fails to promote a harmonious, social occasion.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the children's rooms and garden.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range documentation including children's records and learning journeys.
- The inspector discussed safeguarding procedures, behaviour management and recruitment procedures with the manager.

Inspector

Christine Bonnett

Full Report

Information about the setting

Marsham Street Children's Centre Community Nursery was registered in 1992. It is one of 23 nurseries run by London Early Years Foundation. The nursery is on the ground and first floor of a four-storey building, which also houses London Early Years Foundation's Central Office. All floors are served by a lift. Children have access to an outdoor play area. There are currently 80 children in the early years age group on roll. It offers both full-time and part-time places for children. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. It is open each weekday from 8am to 6pm for 51 weeks in the year. The nursery supports children with special educational needs and/or disabilities and also those who speak English as an additional language. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 16 staff; of whom 13 have an appropriate childcare qualification, including two who have Early Years Professional Status.

What the setting needs to do to improve further

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

- reorganise the routine at lunch time in order to create a harmonious and relaxed atmosphere for the older children.

Inspection judgements

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

Children enjoy their learning and play in the welcoming and happy nursery. They make good progress in their unique learning journey towards the early learning goals. This is because staff routinely observe the children during play and accurately plan their next steps to support their individual learning and development in all areas. Each child's key person knows them well and is able to plan activities and experiences that excite and motivate them to learn. The information gained through the observations and assessments is also used to form the basis of the progress checks at age two years. Staff keep parents well-informed about the children's progress. Having this information regularly enables parents to become involved in their child's learning and to support it at home.

The knowledgeable staff team support children with additional needs very well. They offer a range of learning strategies to support each child appropriately. For example, staff run communication and language support groups that focus on building children's confidence

in their ability as well as their speech and language. Staff also work very effectively with a range of other agencies to ensure all children receive the well-targeted support they need.

Teaching is rooted in good knowledge of how children learn. Staff provide activities that are fun for the children and encourage them to explore and think critically. For example, children playing in the water tray hear staff introducing new words, such as 'splash' and 'splosh'. Staff teach children about colour and texture. They watch with interest and talk about the change that happens when white and black paint mix together. Younger children enjoy looking at large picture books with staff and begin to join in with the actions to rhymes with repeated sounds, such as 'cows in the kitchen moo, moo, moo'. This helps to promote language and understanding. Older children trace the letters in their name and begin to recognise how to spell their name. Children have the opportunity to express their emotions and feelings through play. For example, they make good use of the well-equipped sensory room. They enjoy feeling the variety of textures and responding to the changing colours of the light tube. Using this room particularly benefits children needing additional support with their learning.

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

Staff promote healthy lifestyles and children's physical development on a daily basis. For example, children play in the outdoor area every day. Older children confidently climb up the wooden blocks and have great fun jumping off. All children regularly benefit from walking to the local park where they have greater opportunities to develop their physical skills on large apparatus and generally run around. Children enjoy a variety of healthy and nutritious meals that take account of their individual dietary needs. Generally, meal times are social occasions where children sit with staff around tables and often have the opportunity to help serve their food. However, mainly due to the layout of the nursery, preparation for lunchtime in the room used by the older children is less well organised. This results in some minor disruptive behaviour from the children and high sound levels.

All staff understand and adhere to the behaviour management policy and regularly attend refresher training sessions in order to ensure consistently appropriate and positive strategies are used. Generally, through the day children behave well because they know what is expected of them and receive plenty of positive feedback. For example, they are praised for 'good listening' and 'good sharing' take pleasure from receiving a 'high five'. Older children also learn how to keep themselves and others safe. They are taught that they must hold onto the low-level handrail as they negotiate the stairs leading to the garden. Children's independence is promoted because they can choose for themselves what they would like to do from a good range of resources that promote all areas of learning.

Children enjoy a broad range of toys and activities that promote all areas of learning. Good quality resources are readily available for the children to help choose independently. For example, they themselves craft and writing materials, are at their level. They enjoy using their imaginations in the large home corner.

The effective key person system contributes significantly to the children's ability to settle into the nursery quickly and successfully. They develop a strong emotional bond with their key person, which enables them to develop a sense of security and belonging. Children are well supported when moving to a new room in the nursery. They make several visits to the new room and the parents and child meet their new key person. Staff will also make small but significant changes to a child's routine to assist a smooth transition. This includes substituting a plate and fork for a bowl and spoon at meal times. Children are further supported for their next stage of learning at school. A development report is prepared for the school in order to ensure teachers know as much about the children as possible and can prepare for their arrival. Staff also work towards preparing children for life by ensuring they become confident, independent and develop an interest in learning.

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

The manager is the designated person for safeguarding matters in the nursery and ensures the safeguarding and welfare requirements are met consistently. She has attended training to equip her for the role. All staff are aware of their responsibility to safeguard the well-being of the children and know the procedure that has to be followed to report concerns. Recruitment procedures are robust and ensure that all staff undergo appropriate suitability checks to work with children. All policies including the safeguarding and complaints procedures are readily available for parents to consult.

Staff give a high priority to providing consistently good levels of care to children and families. All staff understand their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Strong management ensures that planning, educational programmes and children's progress are securely monitored to ensure that they are consistently meeting the needs of all children.

The manager recognises the importance of the continuous professional development of staff in order to enhance outcomes for children. The value of reflective practice and self-evaluation is also recognised as being beneficial to practice. Since taking up her post, the manager and staff have strengthened the system of planning to ensure it is effective and implemented consistently. Staff also make a positive contribution to the evaluation of the nursery. They are currently drawing up plans to revamp the garden in order to create a richer learning environment.

The nursery staff establish positive relationships with parents. Parent's evenings enable them to discuss their child's development with staff. In addition, the routine exchange of relevant information ensures that the children's needs are known and managed consistently and home and at the nursery. The book loan scheme also helps parents become involved in their child's learning. Parents and carers have the opportunity to express their views about the nursery, including how the learning requirements are implemented, by completing a questionnaire. The manager welcomes all feedback. Parents comment on the enthusiasm of the friendly staff and the good progress the children make in their all-round learning and development. Staff work closely with other

professionals involved in children's development, to provide a consistent approach to their learning.

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 action. 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	135060
Local authority	Westminster
Inspection number	924254
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	80
Name of provider	The London Early Years Foundation
Date of previous inspection	27/06/2012
Telephone number	020 7834 0562

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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, which are usually the childminder's 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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