

# My Nursery

3 Newport Avenue, LONDON, E14 2ED

<b>Inspection date</b>	27/06/2013
Previous inspection date	04/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff are attentive and give children good opportunities to develop their communication skills. Staff describe what they are doing and ask appropriate questions which encourage children to think about their play.
- Children can generally choose from good quality resources in the nursery and in the outside play areas. Outside play provision has been developed successfully.
- The management team uses a range of measures to review the nursery and the activities it provides. They use monitoring information well to make improvements.

### It is not yet outstanding because

- There is scope to provide a greater choice of books for children to enhance their learning experiences.
- Children are not always given opportunities to manage small tasks independently.

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

## Inspection activities

- The inspector observed activities and care routines in all rooms and the outside play areas.
- The inspector spoke with staff, parents and children at appropriate times.
- The inspector examined samples of children's development records and plans for their learning.
- The inspector carried out a joint observation with the manager.
- The inspector examined a range of documentation including staff and children's attendance and accident records.

## Inspector

Lesley Hodges

## Full Report

### Information about the setting

My Nursery LLP registered in 2008 on the Early Years Register and the compulsory part 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 48 members of child care staff. Of these, 27 hold appropriate early years qualifications at level 3 and above, 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 103 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 and children with special educational needs and/or disabilities.

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

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

- enhance the range of interactive books available so that children can explore cause and effect relations
  
- provide opportunities for all children to manage age appropriate tasks independently.

### Inspection judgements

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

Staff greet children warmly in this bright, welcoming nursery. As a result, children of all ages show that they feel safe and secure. Children are active learners and clearly enjoy their time at the nursery. They take part in a range of activities and choose from good quality equipment and toys. Children enjoy drawing and happily point out the different shapes they can see.

Staff successfully support children's developing language skills in a number of ways. They gently repeat sounds for children to learn and encourage children to think by asking appropriate questions. Children demonstrate their developing language skills as they talk about what they are doing. They happily describe how they are cleaning their teddies as

they play. Older children enjoy singing and story time. They listen to stories in groups and then have time to choose books to look at independently. This encourages children's interest in stories as they prepare to develop literacy skills. Children count spontaneously as they point to pictures in their books and happily show staff what they have seen. This relaxed atmosphere fosters children's learning and helps them gain the skills they will need for the next stage in their learning. Younger children also choose books however there is not a wide range of books for them to choose from. For example, children do not have interactive books to explore to further support their literacy skills and understanding of technology.

Room leaders and managers monitor the rooms to ensure that children are supported in all areas. Staff are knowledgeable about children's needs and interests and they use this information to plan effectively for children's developing skills. Staff confidently describe children's abilities and the plans they have made for them. These plans enable children to enjoy their learning with a varied mix of child-initiated and adult-led activities.

Children's progress is monitored through accurate observations as they play. Children with special educational needs and/or disabilities are supported well and staff plan carefully for their specific needs. Staff working with babies are knowledgeable about how they are progressing in all areas. They plan well to meet babies' physical needs as they learn to crawl. Staff use musical instruments to engage with babies and laugh with them as they make different noises. These caring actions mean that babies are secure and this helps them to learn in the relaxed environment.

Staff complete detailed progress checks for children aged two and share these with parents. These reports highlight areas where children are developing and are based on the observations made by staff.

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

Staff know children well. They take care to work closely with children as they develop close bonds. Staff manage transitions for children as they move up to different rooms. They manage their time flexibly so that they can spend time with children in their new room as they become familiar with their new environment. Children's behaviour is good. Staff use songs to initiate different routines during the day and this helps children to focus on the task in hand. For example, children help to tidy toys away and make a circle for story time.

Some staff encourage children's independence skills by encouraging them to manage small tasks for themselves. For example, younger children are asked to find their shoes so that they can get ready for outside play. However, this is not consistent in all rooms as some staff do not fully give children opportunities to develop these independence skills.

Staff support children as they begin to learn about healthy lifestyles. All children spend time outside every day. They play in two different outside areas and staff provide a range of activities to give children choices in their play. For example, children develop their

physical skills as they play on slides and jump in and out of crates. They also choose from painting, sand play and small trains. Children carefully paint their hands and delight in making handprints on coloured paper. These outdoor sessions support overall development for those children who prefer to learn outside. The range of activities helps children to develop their concentration skills as they play. Staff also take babies for walks in large buggies every day so that they can get the benefit of daily fresh air and become familiar with their local environment.

Parents are pleased with the way children are prepared for transitions as they get ready to join the associated nursery at the age of three. They comment that this change is handled well by thoughtful staff who work closely with them to make this move easy for children.

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

Procedures for safeguarding children are good. The manager is well organised and ensures that children are supported well by meeting minimum ratio requirements in all rooms and having extra staff available so that these are always met. Staff are knowledgeable about safeguarding and the procedures for dealing with minor accidents are fully and accurately completed. Staff are confident when explaining the procedure to follow if they have concerns about a child in their care. They complete daily risk assessments and are knowledgeable about types of hazards to look for. The nursery is secure. Only known people are allowed into the nursery and all visitors sign a register so that a record is kept. Staff keep accurate records of children's attendance in all rooms. All these measures help to minimise risks to children and provide a safe environment for them to play in.

The manager and staff members monitor the activities they provide for children using a system of stickers which indicate how well children have enjoyed the activities on offer. They discuss the results and develop ways to enhance activities by changing equipment or providing more adult support. Room leaders explain that this system helps all staff to review the play opportunities they are providing and encourages them to think about how children learn. The management team has successfully embraced the recommendation made at the last inspection and has developed the outside play provision effectively to provide more varied opportunities for children. These actions demonstrate a commitment to continuous improvement.

Partnerships with parents are good. Parents comment that they appreciate the daily feedback they receive. They welcome extended time to talk with staff about their children's daily routines at the end of each day. Parents of babies spend time with their children at the end of the day to discuss their developing skills as they learn to crawl.

The manager works well with outside agencies when children have special needs and/or disabilities. She ensures that recommendations for children's learning are included in plans for the individual children so that their needs can be met.

The manager works closely with all staff members as she monitors their performance in a variety of ways. She observes staff and holds regular performance meetings and team meetings. These meetings provide opportunities for all staff to review individual and group practice. All these monitoring methods mean that the manager can identify strengths and weaknesses in the whole staff team and can address areas of weakness to improve the nursery.

### **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 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

<b>Unique reference number</b>	EY367418
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	924609
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	90
<b>Number of children on roll</b>	103
<b>Name of provider</b>	My Nursery LLP
<b>Date of previous inspection</b>	04/01/2013
<b>Telephone number</b>	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, 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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