

# Market Day Nursery

Wilde Close, Pownall Road, London, E8 4JS

<b>Inspection date</b>	04/09/2013
Previous inspection date	28/06/2012

<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

- The nursery staff and managers work closely with a range of professionals to support children with special educational needs and/or disabilities.
- Observations, planning and assessments of children's learning are consistent. Plans build on children's needs and interests and provide stimulating activities for all children.
- Children have formed close bonds with staff and demonstrate this as they settle back to nursery after the summer holiday.

### It is not yet outstanding because

- Links are good with the school which is next door to the nursery but they are less well established with the other schools children move on to when they leave the nursery.
- Parents are given verbal and written reports of children's progress but are not always fully involved in the assessment of their children's learning.
- Staff do not always record the times children leave the nursery in the daily attendance register.

## 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 looked around the premises including the outside area and observed children as they played.
- The inspector sampled a range of documents including staff folders, policies and information provided by parents.
- The inspector spoke to children, parents, staff and managers at appropriate times during the inspection.
- The inspector examined children's development records and planning sheets.
- The inspector carried out a joint observation with the manager.

## Inspector

Lesley Hodges

## Full Report

### Information about the setting

Market Day Nursery registered in 1995. It operates from a converted house in the London Fields area within the London Borough of Hackney. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. There are currently 23 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding to provide free early education to children aged two, three and four years. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 17 members of staff, 15 of whom hold appropriate early years qualifications.

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

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

- develop opportunities for all parents to become involved in the assessment of their children's learning
  
- strengthen links with schools so that all children are fully supported as they start school
  
- make sure children's daily attendance records are kept consistently, with particular reference to the children's departure times.

### Inspection judgements

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

Children enjoy their play and activities in this bright, welcoming nursery. All children make good progress in their learning, given their starting points. Staff use the information given by parents in 'All about Me' booklets to help children settle. They also use this information to plan activities based on children's preferences. Staff are caring as they support children with special educational needs and/or disabilities in a range of ways. They carefully plan activities and routines to suit individual children, ensuring that they meet the needs of the whole group too. Staff work closely with parents and other professionals to set specific targets for children to work towards so they make progress from their starting points.

Staff plan stimulating activities for all children which are based on their interests. Children

enjoy activities based on different themes, such as superheroes and animals, and help to plan their own activities with staff. Babies receive support as they learn to walk and the soft play area in the baby room enables babies to explore their environment. Babies enjoy looking at the pictures of other children on large posters. They laugh as they touch the pictures and look at staff members to share their delight. This shows that babies feel relaxed and secure.

Children choose from a good range of equipment in all rooms and in the outside area. Staff are knowledgeable about how children learn in the seven areas of learning. They encourage younger children to develop physical skills as they draw circles together. Staff introduce mathematical language as they talk with the children about the different sizes of circles they are drawing in the shared activity. Children enjoy joining in with story time. They are excited as they see a bear in a familiar story and show their enjoyment by asking for the story to be read again. These planned and spontaneous activities encourage children's participation and development.

Staff complete progress checks for children when they are aged two. The nursery has reviewed the original forms they used for these reports and improved them to give parents more information. The checks are detailed and cover all areas of learning to show the progress children make.

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

Children feel secure in the nursery because staff are friendly and caring. Children of different ages play together in the outside area and groups of children eat lunch together. This means that children become familiar with each other and all members of staff as they progress through the nursery. Consequently, children settle quickly when they change rooms. Effective communication between staff helps to support children when their key person is absent for a short time. Parents comment that the nursery staff are very friendly and that children love their time there.

Meal times are relaxed and social times. Children enjoy talking with staff about their favourite activities and what they would like to play with in the afternoon. Staff listen to these comments and give children opportunities to play with their chosen toys. This means that children feel valued and are enthusiastic about their play activities. Staff use these opportunities to develop children's language skills. For example, children choose to play with different coloured balls and staff gently repeat words correctly so that children can learn how to use tenses. Children develop independence skills at meal times. They help with small tasks, such as getting enough dessert bowls for their table, and they serve their lunches themselves. Staff make sure that food such as fruit is prepared for babies and children to eat safely. The staff sit with the children at lunchtimes, to help them keep safe and to provide a social experience for everyone. Children learn about healthy practices as they talk with staff about how their cabbage makes them big and strong. Older children are aware of their own dietary needs and are pleased to tell their friends that they can now drink milk. These relaxed conversations demonstrate that children are learning about healthy eating and are aware of their own personal needs.

All children spend time outside each day. Babies are supported as they practise their walking skills and staff help them on large equipment such as rockers. Older children choose from activities to develop physical skills such as riding bicycles, playing with pushchairs and using a climbing frame. They also play with construction toys, dolls houses and enjoy drawing on large pieces of paper. The outside area is bright and inviting and parents are pleased that their children have opportunities to play in the fresh air for large parts of the day.

Children are supported with activities as they prepare for school. They complete their own booklets with details of their favourite toys and demonstrate how they are learning to write their names. Children visit the school next door but the nursery does not fully establish strong links with other schools in the area where children will attend after nursery to support them with the move.

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

The manager and staff team have a good understanding of the learning and development requirements of the Early Years Foundation Stage. This is demonstrated by the provision of stimulating activities, staff enthusiasm for planning and the effective observations and assessments completed by all staff.

Staff have a good understanding about safeguarding and protecting children. They confidently explain the procedures to follow if they have concerns about a child at the nursery. Recruitment procedures are robust as the manager makes effective and comprehensive checks on staff suitability. For example, the checks include references from previous employers and medical questionnaires. Staff carry out routine risk assessment to check that areas are free from hazards before children arrive each day. They are careful to ensure that ratios of adults to children are met at all times. These measures all demonstrate that staff understand their responsibility to keep children safe. Staff do not always enter children's departure times in the daily record of attendance as part of their safe management systems, though the impact on children's welfare is low.

Partnerships with parents are good. Staff communicate effectively with parents on a daily basis with informal chats and communication books for more detailed information. Parents comment that they can approach staff with any queries about their child's care and that staff are extremely friendly and welcoming. Parents feel well informed about their children's progress at nursery as they receive regular written reports. However, the nursery does not always comprehensively involve parents in the assessment of their children's learning as part of their partnership working to benefit the children.

Partnerships with other professionals are well established. Staff are confident when describing how they involve a variety of professionals to help support children's development. This good partnership working is evident when looking at how children with special educational needs and/or disabilities have benefited from shared knowledge.

The managers monitor the effectiveness of the provision in a range of ways. They carry out regular supervision meetings with staff to monitor their performance and review children's development records to make sure that children are making progress in their learning. The managers have planned changes to the outside area to make access easier for all children. They have successfully addressed the recommendation from the last inspection and have implemented a range of improvements they have identified since then. These actions demonstrate a commitment to continuous improvement in the quality of the provision.

### **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>	144621
<b>Local authority</b>	Hackney
<b>Inspection number</b>	906226
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	23
<b>Name of provider</b>	The Market Nursery Limited
<b>Date of previous inspection</b>	28/06/2012
<b>Telephone number</b>	020 7241 0978

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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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