

# Maggie & Rose Village Nursery

1 Essex Place Square, LONDON, W4 5UJ

## Inspection date

Previous inspection date

14/11/2013

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

1

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 provide a stimulating and inclusive learning environment for children who show high levels of independence, curiosity and imagination. Children demonstrate extremely positive behaviour and strong self-assurance.
- Children's welfare is promoted through effective safeguarding procedures. Staff are deployed well ensuring that high ratios are consistently maintained.
- The staff strive to establish very good partnerships with children's parents and outside professionals to support a continuous approach towards children's care and learning.
- The nursery team demonstrate high aspirations for maintaining continual improvement through robust monitoring to tackle key priorities.
- Children are motivated and keen to learn in this inclusive and welcoming setting. They develop positive relationships with staff and other children.

### It is not yet outstanding because

- There is room to strengthen systems for monitoring children's learning so that there is an increased sharing of information and a more consistent approach to ensuring accuracy of assessments.
- Older children cannot always find the items they want to play with easily for themselves to support their independent play as well as possible.

## 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

- This inspection was carried out by two inspectors.
- Inspectors spent time observing all groups of children, both indoors and outside and on the bus for a creative activity.
- The inspectors talked with staff and parents, and held discussions with the management team, including the owner.
- The inspectors and manager carried out a joint observation of the creative activity on the bus and of lunch time routines.
- The inspectors examined documentation including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Catherine Greene

## Full report

### Information about the setting

Maggie & Rose Village Nursery registered in 2013. It is managed by Maggie and Rose (Chiswick) Limited and operates from the second floor of refurbished commercial premises in Chiswick, within the London Borough of Hounslow. A lift is available. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to outdoor play areas on the ground floor and on the roof garden. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 82 children in the early years age group on roll. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 18 staff. One member of staff holds Qualified Teacher Status and one holds Early Years Professional status. All other staff hold National Vocational Qualifications (NVQ) at level 3 and one staff member holds NVQ at level 2.

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

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

- improve the monitoring of educational programmes to support staff in ensuring that their knowledge of children's learning and next steps is represented accurately in assessment
  
- develop further opportunities for older children to independently select resources during child-initiated play.

### Inspection judgements

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

The staff team have a thorough understanding of how to support and extend children's learning and development and demonstrate a good understanding of the Early Years Foundation Stage. Staff work closely together sharing expertise and developing aspects of the provision. They share ideas, try them out and evaluate their impact. This joint approach gives everyone a deep understanding of the importance of the learning environment and its impact on children's well-being, and learning and development.

Staff plan and support children's progress using a range of teaching methods. They are enthusiastic and engage well with the children; this influences children's motivation to play and learn. Even though some children are new to the nursery, staff's good understanding of each child means that activities provide suitable challenge for all children. Children are confident to sustain their concentration while being engaged in activities. This significantly contributes to the good progress they are making in relation to their starting points.

Staff support children well, helping them to enjoy their activities, joining in with their conversations and sharing their interests. Children become absorbed in their activities and begin to develop good concentration skills. Children independently choose books from an inviting selection. They sit turning the pages and sharing the story with staff and their friends. They enjoy the enclosure while sitting on the floor cushions in the cosy area of the wigwam. Staff encourage children to take part in stories by allowing them to choose the books they want to read. These activities support children's early language development and literacy skills and promote their personal, social and emotional development.

Children have planned opportunities to choose between indoor and outside play, with staff providing an exciting and challenging outdoor environment both on the roof garden and downstairs on the art bus. Children develop good physical skills indoors as they confidently follow each other on the sit and ride fire engines following a circuit. Children are motivated and keen to join in with the play activities and resources offered. Babies independently make choices from a well-presented range of exciting activities and equipment. In the older children's areas the easy accessibility of the resources is not so well developed. However, the children appreciate the ability to move freely between the main area with individual rooms for the home corner and stage complete with curtains that enhances the children's ability to make choices in their play.

Children have good opportunities to gain an awareness of diversity as they use a wide variety of resources that reflect positive images of difference. Children learning English as an additional language are well supported. Staff ask parents for key words in children's home languages and children are able to use these in their play and learning.

Parents are actively encouraged to be involved in their children's learning in many ways. They are invited to the nursery's parents' meetings where they can see their children's progress records and share information with the children's key persons. These arrangements are highly effective in helping parents to be fully involved in their children's learning and development.

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

Children's personal, social and emotional well-being is nurtured exceptionally well by staff in a calm and caring atmosphere. As a result, children develop extremely positive relationships with staff and their friends. Group rooms are organised and activities planned to ensure that every child receives a highly enjoyable and challenging learning and development experience that is tailored to meet their individual needs. An effective key person system is in place; children form secure attachments with staff who have exceptional knowledge of their individual likes, needs and routines. Comprehensive arrangements for settling in new children mean that children make the transition to starting nursery securely. The key persons carefully plan for children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Relationships between staff and children are exceptional and parents say their children are always extremely keen and happy to come to the nursery.

Children eat a wide range of wholesome and nutritious meals. Many of the babies are able to feed themselves and those who need help are very well supported by staff, who sit with them. The older children help serve and clear away their own plates and cutlery, which helps them gain independence skills in preparation for school. They enjoy the interaction with their friends and staff as they all eat together. Staff maintain high standards of hygiene throughout the nursery. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snacks and lunches are served. Children learn to manage their personal care well with excellent support from staff. They are learning how to wash and dry their hands thoroughly and are beginning to know when and why they need to do this, as part of a healthy lifestyle.

Staff are attentive and use successful strategies to support children's behaviour, consequently children behave very well. For example, staff have made changes to the group rooms which have improved the way the children interact with the environment. The children move confidently as they carefully manoeuvre resources and skilfully avoid obstacles and each other. This helps them learn to keep safe as they play. Children develop an excellent understanding of personal safety. They eagerly help tidy toys off the floor so they do not trip and know to walk when indoors. Staff prepare the children exceptionally well with outstanding skills to support them in their next stage of learning and school.

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

The staff and management team clearly understand the safeguarding and welfare requirements of the Early Years Foundation. The designated persons with responsibility for safeguarding are confident about their roles. Staff have attended safeguarding training and are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are comprehensive and have been reviewed since the nursery opened. This ensures they reflect current guidelines and practice. The nursery keeps thorough records of accidents and attendance to further protect children and promote their welfare. All staff have suitable paediatric first aid qualifications. Consequently, children are well protected in the event of a minor accident.

Effective systems are in place to ensure that all staff working with children are suitable to do so. Robust risk assessment takes place and staff monitor related records to ensure they maintain safety at all times for the children. For example, staff are vigilant as they prepare children for negotiating the stairs up to the roof garden and when they take them down to the art bus. The nursery prioritises fire safety and access to the provision is secure. The thoughtful organisation of indoor and outside space, good adult to child ratios and suitable deployment of staff means that children are closely supervised at all times.

Managers and staff are very motivated, enthusiastic, and committed to the continuous development of the early years practice. There are good systems in place for monitoring and evaluating practice through staff supervision and appraisals. This helps to ensure that

all staff understand their roles and responsibilities. Staff attend a range of training courses and update the way they work by sharing expertise as a team. This has a positive impact on the outcomes for children. There are clear systems in place for self-evaluation and both the management team and staff are motivated to seek further improvement. The managers have a good overview and knowledge of the educational programmes, in order to monitor that all areas are covered within planning and assessment. However, although staff know individual children well, the assessment systems they use for identifying gaps in children's learning do not fully reflect this, which has a small impact on how staff support children's needs.

Parents spoken to report that they feel very supported by the nursery and that they are very happy about the care and education their children receive. They comment particularly positively about how friendly and approachable staff and the management team are. Parents are fully encouraged and supported to share their views. They comment on how much they appreciate seeing the results of their feedback put into action constructively in a very healthy approach to the two-way flow of information.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY460316
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	915730
<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>	65
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Maggie and Rose (Chiswick) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02089947211

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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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