

# Marian Mission Educational & Family Support Centre

1 Colchester Road, London, E10 6HA

<b>Inspection date</b>	23/01/2014
Previous inspection date	06/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff help stimulate children's interests in the people in their community and the jobs they do through discussions and appropriate activities.
- Staff are consistent in their approach to managing children's behaviour and use strategies that appropriate to the age and understanding of the children
- Children are learning important social skills as they enjoy each other's company, such as, sharing and taking turns.
- The staff recognise the value of working in partnership with parents by encouraging parents involvement in their children's care and learning and also in the evaluation process.

### It is not yet good because

- Staff do not make sure that all aspects of children's learning and development are fully supported as they miss opportunities during activities and daily routines to challenge and extend children's mathematical development and ideas.
- Children are not always able to independently access toys and equipment in the main play room, or see some of the wall displays around the nursery, to help reinforce their learning.

- The nursery's current links with other early years settings that children also attend does not fully support continuity in children's care and learning.

### **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 had discussions with the manager.
- The inspector observed staff's interaction with children.  
The inspector sampled a range of documents that includes staff records, policies,
- children's assessments records, and record of the risk assessment and register of attendance.
- The inspector interviewed parents to obtain their views about the provision.

### **Inspector**

Jennifer Liverpool

## Full report

### Information about the setting

Marian Mission Educational and Family Support Centre opened in 2005 and operates from three rooms in a community centre. The setting is in a residential area in Leyton in the London Borough of Waltham Forest, close to public transport links, schools, parks and shops. It is open each weekday from 8.30 am to 3 pm during term time. The after school provision is open each week day from 7.30 am to 8.20 am for the breakfast club, 3.30 pm to 6.00 pm for the after school club and from 9.00 am to 6.00 pm for the holiday play scheme.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently six children aged from two to four years on roll. Children attend full and part time sessions. The setting also provides care for children aged over five to 11 years old during before and after school hours. There are four members of staff, two of whom hold appropriate early years qualifications. The manager has qualified teacher status. The nursery also use regular volunteers.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the programme for mathematics02 to help children understand and use mathematical language for position and direction and to help children to develop problem skills in planned activities and during practical routines
- review the organisation of the learning environment to make it easier for children to access resources and see wall display to support their learning and make decisions about their play.

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

- develop partnership with other early years settings children attend to extend children's learning and development and further promote continuity of care and learning.

## Inspection judgements

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

Children arrive happily and help themselves to activities that are set up on table tops and from toys stored in crates at floor level. However, children do not have independent

access to some of the toys and equipment, such as puzzles, board games and a wider range of writing tools that are stored on top shelves in cabinets. Thus limiting children's ability to make choices about their play. In response to the recommendation raised at the last inspection, the staff now encourages parents to complete an initial assessment of their children. This enables staff to have knowledge of children's development and abilities in order to provide appropriate activities that build on what children already know right from the start. Staff regularly observe children and use their notes to assess children's abilities. In the main, staff accurately identify the next steps in children's learning and include this in the activity plan. Staff are also now beginning to plan activities that are linked to children's interests and they also incorporate themes. This helps children to reflect on their existing ideas and make connection with new experiences.

Young children are learning number names and enjoy participating in number rhymes. Some older children can accurately count to 40, can recognise numbers up to 10 in books and flash cards and are beginning to write numbers. However, displays of numbers and shapes are not placed in positions where they can be seen by the children to help reinforce their number and shapes recognition and for counting activities. Some children are developing an awareness of the passing of time when using a sand timer to help them decide when it is time to let another child have a turn with a toy. This also provides opportunities for children to develop their social skills. However, some aspects of the programme for mathematics are not fully promoted to help broaden children's understanding or challenge their mathematical thinking. Staff do not always help children to use and respond appropriately to positional and directional language during activities and daily routines. For example, staff ask children to line up before they go into another room and so that they can take turns to wash their hands. Staff do not make a reference to children standing in front of or behind each other. In addition to this, staff do not sufficiently support children to become aware of speed, describe how to get the train from one side of the tunnel to the other or to explain the location of the train. At snack time staff tell older children that more chairs are needed but they do not encourage children to work out how many chairs they need so that children begin to develop problem solving skills.

Children demonstrate that they can listen to and follow instructions from adults. Young children are able to make themselves be understood from using facial expressions, actions and language. Older children's vocabulary is developing well because staff give them opportunities to talk openly in a group situation. Staff are beginning to ask children open-ended questions that invite children to describe what they are doing and to talk about people who help others in the community. Consequently, children are starting to develop confidence to express their ideas. Children are developing awareness and skills in using information communication technology. For example, children are developing skills in using a mouse. Some older children begin to interpret simple information on the screen through reading symbols. This helps children to acquire the skills for their future learning. Children enjoy learning about the jobs people do in their community through topic, books and discussions. This enables children to understand the role of the emergency services and other jobs that people do. Some children say that they would like to be an engineer, scientist and ballerina when they grow up.

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

Staff work with the parents to help children make smooth transition from home to nursery. For example, parents are invited to attend and spend time in the setting helping to settle their children. Staff also asks parents to bring children's comforter or favourite toy so that children can still feel close to home when in a new environment. This helps children to feel secure and help develop their self-reassurance. The key persons are attentive to the individual needs of the children. Their sensitivity and caring approach help to develop a trusting relationship with their key children.

Staff support younger children to learn important social skills by encouraging them to share toys during play and in games. Staff have put in place suitable methods to support older children to take turns during games and when using popular toys and equipment. This helps children to play harmoniously therefore reducing the risk of conflict. Staff have now developed strategies to manage children's behaviour appropriately and this include helping children to learn what is expected of them. Consequently children respond to request for good behaviour. They also learn to be responsible, such as, when helping to tidy up with little prompting. Staff help children to learn to stay safe as they show them how to use scissors safely and properly and they also help children to learn the procedures for emergency evacuation.

Children are developing healthy eating habits because they are offered a good range of fresh fruits for snacks each day. Children begin to attend to their personal health needs because staff make sure that fresh drinking water is available to children throughout the day. This helps to ensure that children do not get thirsty. Staff make sure that food brought in from home is stored appropriately so that children's are not put at risk of food poisoning.

Children have daily opportunities to experience fresh air through regular trips outdoors and they have access to an outdoor play area. Children enjoy taking part in activities that contribute to their physical development. For example, children play ball games, run, and jump and use play equipment where they crawl and develop skills to climb and balance.

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

Children's welfare is safeguarded as staff have a clear understanding of the procedures to follow should they have any concerns about the children's well-being. Children's safety and security has been improved since the last inspection. For example, visual entry intercom has been installed on the external doors so that staff can control visitor's access on the premises. In addition to this, staff monitor children's arrival and departure to make sure that children are not able to leave the premises without a suitable adult. In addition to this, the manager has placed a safety gate in front of the door to reduce the risk of children stepping out beyond this towards the main door. The manager has also made improvements to the procedures for outings to ensure these are safe for children. For example, staff carry out a risk assessment prior to taking children out on trips and they

take necessary action to minimise potential hazards to children. For example, identifying potential hazards on the roads, in the parks and when visiting the local farm. All documents that contribute to the welfare of the children are in place and maintained. Following the previous inspection action the record of attendance is now accurately reflects children's arrival and departure times for in the event of an emergency evacuation or if in the future historical information is required about a child.

The nursery team has appropriately addressed all the previously raised actions. They have improved children's safety on outings, their security in the nursery and ensure that there is always a person who has a current paediatric first aid qualification on the premises when children are present. The manager has now put in place suitable systems to monitor staff's professional development. Consequently, the manager's commitment to staff's training has helped to generally improve the quality of care and education for children. For example, children have access to an on-site outdoor play area, an increased range of materials to promote their sensory experience and older children receive appropriate support to develop their literacy skills. In the main the staff have a developing knowledge and understanding of the learning and development requirements and provide children with opportunities to learn and develop across most areas of learning. However, staff do not consistently provide the necessary support to challenge and extend children's understanding and knowledge of mathematics. This is a breach of the learning and development requirements and requires improvement; however, it does not have a significant impact on the well-being of the children.

Also, the manager has developed and implemented a system to monitor and evaluate the provision. As a result of this, the manager and staff recognise their strengths and have identified areas of practice that requires further improvement. This includes strengthening the observation and assessment process to enable effective learning to take place in order to consistently challenge and extend children's learning.

The manager and staff establish positive relationships with parents and this helps to create links between the nursery and the children's home. For example, staff hold informal discussion with parents at the beginning of the day. They also provide parents with a daily diary about their children's routine care, activities and general well-being. Parents' views are encouraged and valued and the manager uses their feedback as part of the evaluation process. Parents comment favourably about the nursery. They say that the staff are friendly, approachable and caring. Parents also say that they have seen the progress their children have made since attending the nursery. The staff collect some children from school during mid day, however, they have not yet develop partnerships with the schools that the children's attend in order to promote continuity of care and learning for the children.

### **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	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>	EY300294
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	925329
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Marian Mission For the Poor
<b>Date of previous inspection</b>	06/03/2013
<b>Telephone number</b>	07940143545

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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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