

My Nursery LLP

22 Page Street, London, SW1P 4EN

Inspection date

Previous inspection date

31/03/2014

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

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 happy, motivated to learn and enjoy being at the nursery and this helps to support their progress.
- An effective key person system helps children bond with staff and settle quickly.
- Staff use accurate methods of recording observations on each child. This results in clear assessments of the children's progress and effective planning to meet their needs.
- Partnerships with parents are good and provide consistency of care and learning.

It is not yet outstanding because

- Children do not experience a broad range of activities in the outdoor environment.

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 staff and children's interactions in the nursery.
- The inspector looked at children's assessment records and other documentation relating to the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Bull

Full report

Information about the setting

My Nursery LLP is one of three nurseries run by a private partnership. It registered in 2013 and operates from the ground floor and lower ground floor of a commercial building in Westminster Green, in the London Borough of Westminster. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. A lift is available to the lower ground floor and the building is wheelchair accessible. Children do not have access to an enclosed outdoor play area, however, they are routinely taken to the adjacent gardens for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 6 children on roll in the early years age group. There are three staff including the manager, all of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- develop further opportunities for children to experience additional activities that stimulate and support their development in all areas of learning in the outdoor environment.

Inspection judgements

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

Staff have a good knowledge of how children learn. Staff know that children develop at their own rate and plan and provide activities that follow children's interest. Consequently, planning is effective in helping children make good progress in their learning and development and children are eager to take part in activities. Each child has a learning journey that staff use to effectively track children's progress and next steps in their development. Staff use regular detailed observations, photographs and children's work to show their progress in all areas of learning. Parents comment that they are happy with the way the nursery keeps them informed and involved in their children's learning. Parents talk to staff daily about their child's development and share information about what their child is doing at home. This means that staff involve parents in their children's learning on an ongoing basis and provide good continuity of care for children. Staff know how to carry out the progress check for two-year-old children. Staff share developmental reports with parents and review their children's progress at termly meetings. This means that staff and parents work together to identify whether children require any particular support or extra challenges in their learning experiences.

Staff discuss each child's background and share information about their development when they start at the nursery. This helps staff to support children's learning well. Staff

have a good understanding of working with children who are learning or speak English as an additional language. For example, they describe what is happening when children are playing and frequently sing with them. This helps to include and value children and promotes their communication and language skills.

The nursery provides a good range of activities indoors to cover all areas of learning. Children demonstrate that they learn effectively as they concentrate and are involved in activities. For example, children spend time discussing the shapes of chickens' beaks and eyes when they make Easter pictures. This helps them to develop their language and further their early mathematical skills as they learn about the names of shapes. Staff follow children's interests by providing them with additional activities such as sticking other shapes and textured materials onto paper. This helps children to be creative and to use their own ideas. Children celebrate a variety of festivals and cultural activities throughout the year which reflect their cultural backgrounds. This enables children to learn about different customs and the wider world in which they live. However, staff do not always fully support children's learning when they are outside. In addition, there are fewer resources available for children outside to extend all areas of their learning and development. Consequently, children do not always have sufficient opportunities to learn through their play in the outdoor environment.

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

The key person system is effective and helps children to feel comfortable and form secure emotional attachments. Children are calm and relaxed with staff in the setting and happily approach them for help. This demonstrates that they are developing their emotional well-being and self-confidence well. Staff discuss children's individual needs with their parents before they start to look after them. The settling-in procedure is gradual and dependent on individual children's needs. Parents comment that they know their child's key person and are happy with the way they regularly discuss their children's needs with them. This helps children to feel confident and secure at the nursery and provides continuity of care.

All staff are consistent in their approach to behaviour management. Staff are polite to children and provide clear guidance about acceptable behaviour. As a result, children behave well when they are playing. For example, children wait their turn when they all want to crawl through a fabric tunnel at the same time.

The nursery has effective measures in place to promote children's ongoing safety in the nursery and on outings. For example, young children go safely to the nearby park in a large buggy, where they have opportunities to enjoy the fresh air. Risk assessments are thorough and clearly identify hazards and any action needed to keep children safe. Children practise fire drills on a regular basis, which teaches them to be aware of what to do in an emergency. Staff enable children to take small but safe risks when playing. For example, they learn how to safely complete an obstacle course. This demonstrates that staff provide suitable challenges to help children extend their understanding of risk and of safe practices.

Staff follow children's dietary needs well, this means they include all children in activities. Children enjoy having fresh fruit during snack time and drinking water is available throughout the day. Good healthy meals are prepared at the nursery daily. Children and staff sit together at mealtimes and staff encourage children to develop their independence by feeding themselves. Staff promote good hygiene procedures by reminding children to wash their hands at relevant times and to use separate paper towels. This approach helps children to understand about good personal hygiene and develop their independence.

Children have access to a wide range of stimulating, appropriate toys and resources indoors which support children's all round development. Children choose what they would like to play with as staff display toys safely within their reach. This means they can make their own choices as to what they would like to play with and develop their confidence and physical well-being.

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

The management have a clear understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager and staff work closely with the parents to bring about the best possible outcomes for all the children in the nursery. There is a wide range of up to date policies and procedures that reflect changes in legislation and support staff in their practice. Policies are easily available to inform parents and to guide staff in their practice. Staff supervise children well in all areas of the nursery, are aware of the need to maintain ratios and make sure children's individual needs are met.

All staff have a good understanding of the safeguarding and welfare requirements, including child protection procedures. Staff have safeguarding training to support their knowledge which means they know how to provide a safe environment for children. Staff are aware they must record and report any child protection concerns they may have. This means that staff are aware of their role and responsibilities to protect children's welfare and all safeguarding requirements are met effectively.

The management reflect on practice and recognise priorities for improvement. For example, they look at observations in the nursery and make sure they are accurate and support children to develop. This approach helps to shape staff practice at the nursery and drive improvement in the outcomes for children. The manager regularly monitors staff in their work and holds one-to-one supervision meetings to help staff to improve their practice. This helps to monitor the effectiveness of the educational programmes and identify where improvements need to be made. The management have good staff recruitment procedures that make sure adults caring for children are suitable to do so. Staff induction processes are in place and all new staff are required to familiarise themselves with the nursery's core policies and procedures. The staff team are enthusiastic and work well together. This means that children benefit from consistently good support and teaching.

The management communicates well with schools that children will attend to provide continuity of care. This helps to promote shared learning opportunities to thoroughly underpin continuity in children's learning experiences. For example, schools receive children's progress reports before they start school. These good working relationships help to provide positive outcomes for children and support their individual needs as teachers are aware of the abilities of the children they will teach.

Staff work in very close partnership with the parents and share information on a daily basis. This means there is good consistency of care between home and the nursery to support children's progress. Parents are very positive about the care and approachability of staff at 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	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

Unique reference number	EY465414
Local authority	Westminster
Inspection number	935416
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	6
Name of provider	My Nursery LLP
Date of previous inspection	not applicable
Telephone number	02075158333

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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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