

The Marylebone Village Nursery

St. James's Church in Spanish Place, 22 George Street, LONDON, W1U 3QY

Inspection date

24/04/2014

Previous inspection date

12/02/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 create a well-organised environment that allows children to have easy access to resources. This in turn enables children to pursue their own interests as they make choices about their play and learning.
- Children speak confidently to their friends and adults. They talk openly about their experiences during circle time about themselves, their families and the things they like to do.
- The partnerships between the staff and parents are well established and this contributes immensely to the continuity of care and learning for children.
- Children learn important social skills, such as sharing, taking turns and listening to each other. Consequently, they enjoy each other's company and treat each other kindly.

It is not yet outstanding because

- Staff do not always encourage children's independence, particularly at meal times.
- Children have fewer resources in the role-play area that represent different cultures to help broaden their understanding of similarities and differences.

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.

Inspection activities

- The inspector had discussions with the manager and the registered individual.
 - The inspector observed staff's interaction with children.
- The inspector sampled a range of documents that includes staff records,
- qualification and training certificates, policies, children's assessments records and registers of attendance.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The Marylebone Village Nursery is privately owned and was registered in 2011. The premises are located in the basement of St James' Church, in Marylebone, within the London Borough of Westminster. There is a spacious hall for children to use for indoor play. A separate area in the hall is sectioned off for children aged under two years old. A small courtyard is available for outdoor play. The nursery is open from 8.45am to 2.45 pm each week day, term time only.

The nursery is registered on the Early Years Register. There are currently 30 children on roll, some of whom attend part time. The nursery is in receipt of funding for children aged three and four years old. The nursery is able to support children who have special educational needs and/or disabilities and those who learn English as an additional language.

The nursery employs six members of staff, four of whom hold relevant child care qualifications. The manager has a Master of Arts and a Bachelor of Arts Honours degree in early years. There is also a volunteer who regularly works with the staff team.

What the setting needs to do to improve further

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

- expand the range of resources in the role play area to represent the different cultural backgrounds of the children and their community to broaden their understanding of similarities and differences
- increase children's independence at meals times by for example, allowing them to pour their drinks and serve themselves.

Inspection judgements

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

The key person obtains relevant information from parents about their child's starting points when the children commence at the nursery. This helps staff to plan for children's individual needs and build on what the children can do at the earliest opportunity. Staff observe children during free play and during planned activities. They use their notes to assess children's achievements and identify the next steps to help move children on in their learning and development. As a result of this, staff provide a varied range of activities, daily routines and incidental opportunities to support and extend children's learning. For example, the manager invites a parent to show her newborn baby to the

children. Staff use simple discussion to enable the children to begin to find out about similarities and differences between the growth of human and other living things. In addition, nappy changing routines promote good quality interaction between staff and young children and support young children's language development. For example, staff give a simple running commentary of what they are doing and wait in between for children to communicate back using words or actions.

Children are confident speakers. They talk with their friends during play, take part in conversation with adults and they contribute to sharing their experiences with others during circle time sessions. Staff interact well with children, supporting their learning in role-play by asking questions. This helps children to think and express their ideas. Staff provide children with a broad range of planned and practical activities that enable children to develop their counting skills, problem solving and reasoning skills. Children count the number of dots on dominoes and find the matching domino. Children are beginning to recognise simple shapes and three-dimensional shapes such as, cubes, cylinders and cones. They also enjoy working out where to place puzzle pieces and complete puzzles. Staff have now improved opportunities for children to use information and communication technology. Children are gaining confidence in handling the computer mouse and learning the functions of some of the keys on the keyboard. Consequently, children are acquiring skills that they will need for when they go to school. Children learn about the immediate environment as staff take them out on short walks and trips to the local parks. Staff also support children to develop their awareness of other places and countries around the world through planned activities and themes. Staff provide children with information books, some posters and few multi-racial dolls that reflect different races. However, children have little access to multi-cultural resources in the role-play area to help strengthen their awareness of their own and other's cultures, as well as similarities and differences.

Staff affectively promote young children's personal, social and emotional development. For example, they support young children to take part in group activities, such as, sitting and listening to stories with their friends at circle time and they prompt young children to try things independently. Staff set up the room each day to support children in their play and learning. This is because staff ensure that children have easy and safe access to a range of toys and equipment that are suitable for children's stage of development. Consequently, young children move with confidence finding objects of interests and enjoy exploring the textures of foam. Children make choices about what they want they play with, where and with whom. Children confidently select toys and equipment from low-level storage units thus demonstrating that they are motivated to learn. Young children have easy access to toys and books. This helps young children to develop preferences and make choices for themselves at an early age. Children see to their personal needs, such as, visiting the toilet, washing their hands and deciding when to have a drink of water. However, older children's independence at meal times is not fully encouraged because staff serve them food and pour their drinks into cups.

Children receive good attention from friendly, warm and caring staff. Consequently, children are able to feel secure and happy in the nursery. New children and young children receive lots of reassurance, warmth and affection. Staff sensitively prepare young children for their move to the pre-school section of the nursery as they are given taster sessions to introduce them to playing alongside older children and getting to know their key person and other members of staff. This supports their emotional well-being and gives them the confidence to experience new situations. Children develop a sense of belonging in the nursery. Children receive support from key persons to identify their coat pegs so that they know where to keep their coat and belongings. Staff value the contributions that children make as they help children to celebrate their achievements. For example, staff display children's drawings and paintings on wall displays. This helps all children to feel good about themselves as they are able to see their work on display. Staff speak politely to children and use praise and encouragement to promote children's good behaviour. Consequently, children learn important social skills and they play well together. Staff develop children's understanding of safety awareness through discussions. For example, staff remind children to walk nicely and sit properly on chairs so that they do not fall over and hurt themselves.

Staff support young children to develop an understanding of good personal hygiene through daily routines, simple discussion and visual aids. For instance, staff wear protective clothing to prepare snacks and when changing children's nappies. Staff monitor children washing their hands after toileting and before meals. Staff explain to children why they need to wash their hands to avoid passing on germs. They also place posters near the sinks to remind children about hand washing after visiting the toilet. Consequently, children learn about hygiene at an early age. Staff gather relevant information regarding children's dietary and medical needs from parents and they provide colour coded place mats to identify children's different requirements. This helps to ensure that children's dietary and medical needs are met. Children learn about foods that are good to eat as staff provide them with a good selection of fresh and dried fruits each day. Children enjoy eating apples, raisins, tomatoes and bananas.

Staff provide many opportunities for children to participate in physical exercises indoors, such as, daily stretch exercises, which enable them to move in different ways and develop their coordination. For example, children enjoy crawling through tunnels, stretching up high like a giraffe and moving as slow as snails. Children play outside daily where they engage in a wide range of physical activities that include riding tricycles, pushing buggies, using slides and throwing balls; all of which help to develop their physical skills.

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

The nursery's arrangements for safeguarding children are good as staff know and understand the procedures to follow if they have any concerns about a child's well-being. Some of the staff hold a current paediatric first-aid certificate, which means that they can give appropriate care to a child in the event of an accident. The staff complete daily risk assessments at the beginning of the day, during the session and at the end of the day to

help ensure that the premises remain safe for children to play. The registered individual and the manager demonstrate an understanding of requirement to notify Ofsted of significant events that may have an impact on the well-being of the children. The nursery's documentation for the safe and effective management of the children is well organised and readily available for inspection. In addition to this, records such as, the register of attendance is well maintained and staff keep detailed medication and accident records, which they share with parents. This means that parents are kept well informed about their child's care arrangements in the event that any medical attention is required at a later date.

The nursery has robust procedures in place to check staff's suitability to work with children. The manager's induction process enables new staff to develop an understanding of the nursery's policies and implement procedures, which contribute to the welfare of the children. Staff work well as a team and the clear communication and guidance they receive from the manager at supervision sessions and team meetings help support them in the nursery. The children benefit from a well-qualified and experienced manager and staff team who are caring. The manager and staff have a good understanding of how children develop and learn. Consequently, they plan a range of purposeful activities that enable children to make good progress in all areas of learning.

The leader and manager actively encourage staff to attend further childcare training and development courses to help them improve the quality of care and opportunities for learning that they offer to all children. There has been a change in manager since the last inspection. The manager is enthusiastic and demonstrates a commitment to improving the quality of care and learning for children. The manager and staff have appropriately addressed the recommendations set at the last inspection. They now make the mealtime routine clear to children so they can prepare for changes to their day and act responsibly in certain situations. For example, the children know to help tidy up before meal times, sit nicely on the chairs, to say, 'please' and 'thank you' and to empty out their plates when they finish eating. Also, staff make computers accessible to children to help children gain confidence in using information and communication technology. Staff also use computers to promote children's understanding and skills in other areas of learning.

The manager and staff establish positive partnerships with parents at the start of the children's placement, such as, during the settling-in period. Staff make sure that parents are kept fully informed about their child's care arrangements, development and learning through daily discussions, two-way daily feedback sheets and at parent and key-person conferences. This effective exchange of information enhances children's learning experiences as parents contribute to their children's ongoing development. The nursery provides parents with opportunities to share their views about the care and education that their children receive in order to use as part of the self-assessment process to improve the outcomes for children. This shows that the nursery values parents as partners. The manager and staff work with the staff from the local schools to help prepare the children for their move to schools.

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	EY435123
Local authority	Westminster
Inspection number	950060
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	30
Name of provider	The Marylebone Village Nursery Limited
Date of previous inspection	12/02/2013
Telephone number	02079352441

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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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