

My Nursery

3 Newport Avenue, LONDON, E14 2ED

Inspection date

27/05/2014

Previous inspection date

27/06/2013

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

- Children are confident, happy and settled in the relaxed and friendly atmosphere of the nursery. They form good relationships with staff, who ensure that their well-being, safety and individual needs are met.
- Children are eager and motivated to learn. Staff capture their interests and follow their ideas and suggestions, providing them with challenging and interesting learning experiences.
- Children are well protected as the staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnerships with parents are strong. This means that children receive the support they need and this contributes to making sure their individual needs are met well.

It is not yet outstanding because

- Children do not have the opportunity to explore and investigate technology.
- Babies do not use the outdoor area during wet weather so are not afforded the opportunity to play in the fresh air every day.

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 children engaged in activities in all the playrooms.
- The inspector spoke with the owners, manager, area manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

My Nursery LLP registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. It operates from six rooms on the ground floor of an apartment building in the East India area of Docklands in the London Borough of Tower Hamlets. There are two enclosed areas available for outdoor play. The nursery employs 34 members of child care staff. Of these, 28 hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 129 children attending who are in the early years' age group. The nursery provides funded early education for children aged three and four years. It supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to explore and investigate information communication technology
- enable babies and young children to enjoy more frequent access to the outdoor areas in all weathers, so that they may benefit from fresh air and exercise.

Inspection judgements

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

Babies and children make good progress in the nursery as staff provide a good range of interesting activities that promote their learning and development. Staff have a good understanding of the Early Years Foundation Stage and how children learn through play. The quality of teaching is good and staff follow children's lead to extend their learning. Babies make good progress because staff understand their needs and provide support and stimulation. Staff monitor children's progress through the use of effective observations and assessments. They use this information to identify accurately the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, ensures accurate planning for individual children's progress.

Key person discussions with parents mean that children's learning experiences at home are incorporated into planning, which ensures children are motivated to learn. As a result

of careful observations and planning, any gaps in children's learning are quickly identified and supported. Parents provide information on children's development that support staff to assess their starting points. Staff provide regular information to parents about their children's development and they support parents with ideas and activities to continue their learning at home. Key persons also share the progress check for two-year-old children with parents, to support children's continued development.

Children's communication and language development is well promoted as staff continually engage children in conversation. They ask open-ended questions that encourage children to think, as they explore together story books chosen by the children. Staff learn words and phrases in children's home languages to support those who are learning to speak English as an additional language. Children have access to a range of resources to support their development. For example, babies learn that sand feels different when water is added. Toddlers experience the way that glue dribbles from their brush as they make a work of art with fluffy pom-poms. Staff help them to count the woollen balls, teaching them basic mathematics. Children sing songs and rhymes that help them to remember numbers in sequence. Children learn to understand the world as they examine toys with buttons and find out how they work. However, they do not have access to real life technology which reduces their experience in this area. They are supported to become ready for school as they learn to recognise and write letters and numbers in exercise books.

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

Children are confident and happy in the nursery. They make friends easily, learn to take turns and behave well. Staff are good role models as they lead by example, modelling politeness and kindness. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour, supporting their personal, social and emotional development. The secure key person system ensures that children feel content and build strong relationships. Staff provide a warm, caring, welcoming, safe and stimulating environment where children are free to explore and use their imagination. Children participate in festivals and learn about other cultures and languages. Play resources are of good quality and easily accessible to all children. Children lead their own play and freely choose from the interesting age-appropriate activities set out. Toddlers have the opportunity to go outside for a walk to exercise their bodies. They wear high visibility jackets and hold on to a walking rope for safety. However, there are no facilities for babies who are not walkers, to enjoy the fresh air when the weather is wet.

Healthy eating is promoted by the provision of fruit at snack time. The nursery cook provides healthy nutritious and tasty cooked meals from a wide and varied menu. Children are supported to learn good table manners, providing them with skills for the future. Information is gathered from parents about children's individual medical or dietary needs and careful steps are taken to ensure children do not come into contact with foods that might harm them. Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands after messy play, after using the toilet and before eating. Nappy changing is discreet and hygienic and

staff ensure that children remain comfortable and happy. Staff sing songs to babies as they perform this routine task. The manager has recently implemented changes to the monitoring of nappy changing and she checks the nappy charts personally each day and carries out spot checks in the rooms to make sure that nappies are changed regularly. Babies sleep according to their needs, and toddlers learn to understand their routine of sleeping after lunch. All nursery bedding is washed daily and babies' feeding equipment is frequently cleaned.

Children's safety is of paramount importance to the management and staff. All visitors are required to sign in and out and their attendance is monitored. External doors are kept locked and only opened by staff. Closed-circuit television monitors all rooms and external areas of the nursery. Children are well supervised as staff and volunteers interact with them at all times. Children learn to keep themselves safe as they are reminded not to run when inside. Staff carry out safety checks on all areas of the nursery and on outings. Regular fire drills are carried out to ensure that all children and adults know what to do should an emergency occur. All fire exits remain clear at all times. Staff support children well when it is time for them to move to another room or setting. They settle them in gently helping them to become familiar with the new environment.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are appropriately qualified and are skilled in promoting good outcomes for children. All the necessary documentation for the safe and efficient management of the nursery is in place. Staff carry out robust risk assessments of the premises and equipment, to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including a policy on the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistle blowing policy to ensure staff feel confident to address any concerns should they arise. Children are effectively protected because staff undertake regular training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

There are rigorous recruitment and induction procedures in place. All staff have undergone the necessary background vetting checks to help ensure they are suitable to work with children. The manager ensures that correct ratios of adults to children are always maintained, by closely monitoring staff in every room. Staff keep up to date with their first-aid training, so they can deal effectively with minor injuries if necessary and all accidents, illnesses, incidents and medications are appropriately logged and signed by parents. Staff track children's developmental progress to ensure that any identified gaps in children's learning are quickly closed. Any concerns regarding children's development are discussed with their parents and suitable measures for intervention put in place through close links with other professional agencies.

Partnerships with parents are strong and they are invited to give regular feedback on the activities provided. Staff meet with parents frequently to discuss children's progress. Parents speak highly of the nursery and some travel a long distance to bring their children. They say the staff are kind and caring and understanding of their children's needs. Parents know they are welcome in the nursery, to speak to the manager or key persons if they have any concerns or want to talk about their children's development. Staff are well-supported by the management team, who closely monitor their practice and the effectiveness of the educational programmes. Children's progress is closely analysed by the manager to ensure all children achieve their full potential. Staff's professional development is encouraged and they undertake frequent training, in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Continuous self-evaluation identifies the strengths and weaknesses of the nursery and demonstrates clear targets for improvement. The manager welcomes all feedback and quickly responds to suggestions for improvement. Children are well-prepared for the next stage in their learning and moving on to new settings.

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	EY367418
Local authority	Tower Hamlets
Inspection number	965639
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	129
Name of provider	My Nursery LLP
Date of previous inspection	27/06/2013
Telephone number	020 7515 8333

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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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