

Mapledene Childrens Centre

54 Mapledene Road, LONDON, E8 3LE

Inspection date	12/06/2014
Previous inspection date	15/06/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- The kind, caring staff demonstrate compassion and understanding towards children. As a result, children are extremely happy and confident in this nursery.
- Children learn and develop in an inspirational environment where they take part in activities that are fun and challenging. Consequently, children make excellent progress in their learning and development.
- The setting has highly effective systems to develop partnerships with parents, carers and others. This results in extremely good outcomes for all children.
- The staff team is exceptionally strong. Staff are highly motivated and excited in their roles, which means the children are inspired to learn.

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 observed children's play and staff interaction both inside and outside.
- The inspector talked to staff and parents, and held discussions with the management team.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.
- The inspector and manager completed a joint observation.

Inspector

Julie Biddle

Full report

Information about the setting

Mapledene Children's Centre is managed by the governing body of Queensbridge Primary School. It is a designated, integrated centre which combines full day care alongside maintained early years education. The centre originally opened in 1999. The current registration commenced in 2009. The nursery operates from three rooms in a purpose-built building. There is a fully enclosed garden for outdoor play. The centre is situated in the London Borough of Hackney. It is open each weekday, from 8am to 6pm, all year round. The centre staff care for children with special educational needs and/or disabilities, and children who learn English as an additional language. There are 26 staff working directly with the children, all of whom hold appropriate early years qualifications. The centre is registered on the Early Years Register. There are currently 103 children on roll.

What the setting needs to do to improve further

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

- strengthen opportunities to maximise learning experiences for babies in the outdoor environment.

Inspection judgements

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

Children are cared for by enthused, energetic staff who have created an environment that is exciting and inspiring. The staff plan activities and events that are highly responsive to children's individual needs and interests. For example, children have fun as they learn how to build up letters to make words. They excitedly talk about the letters they need to make the words for different animals and then draw pictures of the animals. The systems for observation and assessment are accurate, and show very clearly the progress children have made while in the nursery. Children are encouraged to play and learn through the range of stimulating activities that capture their imaginations. For example, the children decorate superhero gingerbread people for their Father's Day gift. The children excitedly talk about their dads and the superheroes they are making. The Father's Day activities are linked to singing activities. Children enthusiastically sing, 'Happy Father's Day to you' in preparation for a special event to which all fathers are invited. All staff have an exact understanding of how children learn through play which is consistently implemented. Children's communication skills are supported well as staff reinforce early language sounds. For example, staff skilfully value and encourage babies and young children in their speaking. This system is excellent in enabling even the youngest children to express their needs and gain confidence in their interactions with others. Babies are excited to take part in a creative activity using feathers, glitter and glue. They are completely enthralled by the feel of the glue as they use their hands to spread it.

Staff promote children's awareness of the written word very successfully through providing an environment which helps them to understand that writing, and text, carries meaning. For example, staff celebrate children's own mark making and emergent writing efforts and display these attractively around the nursery. They give children many opportunities to practise their mark making by having access to crayons, chalks and paper. Staff use every opportunity to encourage language in children. The enthusiastic staff ask pertinent questions that are thought provoking and stimulate the children to think for themselves. For example, staff ask children to describe how they are feeling and to talk about objects they share with their friends. This successful questioning promotes children's self-esteem and encourages skills for their future learning. In addition, staff excite the children into noticing mistakes and using language to explain what is wrong. For example, when they talk about the weather, staff tell the children it is snowing. The children all laugh and say 'no it is sunny'. The highly stimulating, busy environment and toys provided include positive images that are reflective of the diverse local community.

Staff thoroughly promote children's physical development through highly effective learning in the outdoor environment on a daily basis and in all weathers. Staff talk to the children about the weather as they prepare for playing in the garden. Children know they need their sun hats and sun cream before they can play in the sun. The children use the garden imaginatively, interacting warmly with the staff who respond to their natural curiosity. They run and play with enthusiasm and energy, and staff make sure they get the most from their time through sensitive and selective interventions. The children learn about caring for living things and the plants they grow. They know the end result is something to eat as they carefully pick the strawberries they have grown. Children's prior knowledge, skills and understanding are recorded when children start at the nursery. This, together with careful observations and assessments of children's activities, helps staff to plan highly challenging experiences for all children. Staff record narrative observations of the children. These are addressed to the children and tell them what staff have observed them doing as they play and learn. They describe what they have seen and the next steps in learning for the children. Staff take extended time at the end of each day to ensure that parents are aware of their child's activities while at nursery. Regular parent meetings, records and displays engage parents with their children's learning.

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

Staff use exceptional levels of praise and encouragement which means children develop high levels of confidence and self-esteem. The fully embedded key-person system is significant and sensitive to the needs of all children and, as a result, secure, nurturing attachments are formed which promotes high levels of well-being. Staff are kind and considerate and responsive to the children's needs. Babies who are sad are cuddled and reassured by staff who tell the babies not to worry. Children are encouraged to tell staff how they are feeling and why they are sad. Children who are preparing for the move to 'big school' are asked to think about their worries about this move and staff help them to understand the changes they will need to be prepared for.

The enthusiastic staff group work exceptionally hard to meet the needs of all the children in the nursery. In particular they have developed highly productive partnerships with other professionals who support children in the nursery. As a result, children, including those with special educational needs, and their families receive significant levels of support and guidance. Parents value this staff input and feel they are very sensitive to their children's needs. Children and parents are extremely well supported when children move within the nursery. This means parents' feel fully included in the process and can support their child at this time.

The highly stimulating, well-resourced environment and knowledgeable staff enhance children's development well, and promote their growing independence skills. Staff deployment is high effective They know their roles extremely well and know where they need to be at various times in the day to ensure ratios are met at all times. This means that children are always supervised and extremely safe. As a result, children move around the vibrant nursery and garden with exceptional levels of confidence and self-esteem. Children are self-assured as they move freely from the inside to the garden. They cooperate with their friends and are keen to share their activities with staff. The children play games together and use enthusiastic conversations to about each other's pictures and drawings.

Staff manage children behaviour well. Children are given opportunities to consider their behaviour and are offered support to make changes. They are reminded to use their listening ears and to show kindness to their friends. The children enthusiastically help to tidy away which shows they are displaying a significant awareness of responsibility within the nursery. Children's behaviour is highly impressive and their sense of belonging is expressed by their familiarity in routines. For example, babies settle well because staff have a thorough understanding of their needs and routines. The excellent partnership with parents helps to enhance the emotional development of all children exceptionally well and contributes to continuity of care. Staff provide a highly stimulating environment where the curiosity of babies and young children is fostered. This means they can explore the range of stimulating resources provided with enthusiasm and increasing independence. Babies practise physical skills, such as, crawling and walking. Babies enjoy their time in the garden, however, this area is not as well resourced as the outdoor area for older children. This means babies' experiences in the garden are not fully developed to enable them to explore and learn more widely.

Children begin to develop excellent self-help skills such as becoming independent in toileting routines. They serve themselves at mealtimes and help staff lay the table. Children make healthy choices about food and they enjoy freshly prepared organic food. In addition, children are eager to join in with physical exercise during outside play. Children help themselves to water as they wish, meaning they are not thirsty when they play. Staff take the lead from the delighted children when in the garden by providing them with cooling water spray on very hot days. This means children have fun as they develop an understanding that water cools them in hot weather. Children are cared for in a very extremely safe and secure environment and are learning the importance of how to keep themselves and others safe. Staff encourage the children to think about their movements in the room taking care of their friends as they play. Thorough risk assessments are completed by staff for all areas of the nursery. The management team monitors the risk

assessments and uses reflective procedures to ensure children remain safe at all times.

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

The leadership and management of the nursery are inspirational and set high aspirations for all staff. Highly efficient performance management systems are in place to support staff to improve their practice and become confident in their work. The management team uses highly reflective and effective systems to monitor staff performance, through regular and thorough appraisal and supervision. The management team is highly committed to ensuring that staff are provided with wide-ranging opportunities to attend training courses. This means the staff team remain motivated and challenged in their roles. This in turn leads to a staff group who are vibrant and proud of their work. The management team and staff are completely committed to continual improvement of the nursery. Children's views and ideas are valued, respected and included in the self-evaluation process. Children's views are used to make changes in the nursery. For example, children are asked what they would like in the newly renovated garden. Recruitment procedures are completely thorough and include background checks, an induction programme and a probationary period.

Educational programmes are well planned and inspiring. They are regularly and thoroughly monitored to ensure that children have exciting, and challenging, opportunities to make significant progress towards the early learning goals. Fully embedded and highly effective observation and assessment strategies means that, where required, the children's need for extra support is identified quickly, and staff work with appropriate professionals to meet the needs of the children. Staff complete comprehensive transition documents and reports for children who are aged between two and three years. This means all professionals involved with the children know the children well and so promote their development extremely well. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Parents are unanimous in their praise of the nursery. They comment on the invaluable information they receive from staff and how they feel included, respected and valued by the staff. Parents say they feel completely safe in the nursery and know their children are. In addition, parents are invited into the nursery for special events such as Father day breakfast and concert.

Safeguarding of children is given the highest priority. All staff are completely clear of their role to safeguard children. They have an excellent understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Policies and procedures are thorough, and these underpin staff practice well in providing a welcoming and stimulating environment for all children. The nursery is entirely secure. Visitors to the site are monitored by staff and closed circuit television. As a consequence, children remain completely safe when they are in the nursery.

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	EY403363
Local authority	Hackney
Inspection number	977842
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	103
Name of provider	Queensbridge Primary School Governing Body
Date of previous inspection	15/06/2010
Telephone number	0207 249 8139

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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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