

Matchbox Day Nursery

1-2 Butler House, Burdett Road, London, E14 7AB

Inspection date

28/08/2014

Previous inspection date

18/02/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 have excellent opportunities to explore the outdoor environment. As a result, they are inquisitive and show interest in their environment.
- Staff promote effective partnerships with parents, which means children's individual needs are known and respected, and the care is consistent.
- Staff are thoughtful and considerate towards the children and they treat them with respect and kindness. As a result, children feel completely safe and secure in the setting.
- Effective planning means the children take part in activities that are fun and challenging, which enables them to make good progress.

It is not yet outstanding because

- Staff do not make the most of some everyday routines to develop children's independence.

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 interacting with children, both inside and outside.
- The inspector completed a joint observation with a senior member of staff.
- The inspector talked to parents, staff and children, and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

Matchbox Day Nursery is part of the neighbourhood nurseries initiative and registered in 2003. It operates from the ground floor of Butler House, on the Burdett Estate, in the London Borough of Tower Hamlets. The children have daily access to the residents' communal play area for outdoor play. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 87 children on roll. The provider receives funding to provide free early education for children aged two, three and four years. The staff care for children with special educational needs and/or disabilities, and children who learn English as an additional language. The provider employs 27 staff. All the staff hold appropriate early years qualifications. Two staff members hold Early Years Professional Status (EYPS).

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their independence during everyday routines.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and how individual children learn. As a result, they plan activities that are exciting, fun and challenging. Children play and learn in a busy, stimulating and happy environment. Staff enhance their learning and development well. They plan a range of experiences that take into consideration children's individual interests and stages of development. Children have good opportunities to solve problems. For example, they built a wall with blocks and knew they needed one more block. Staff asked the children to work out how they could complete their wall. The children thought about it before deciding to use a bigger wooden block to complete the task. These opportunities for effective learning mean children gain the confidence to make their own decisions.

Staff have a good knowledge of how to promote the learning of all the children. They use successful teaching techniques to engage children during play and encourage learning across all areas. Children have very good opportunities to use their imaginations. For example, they built a fairy castle, became very excited when they had finished and asked if they could eat their snack in the castle. Staff extended children's interests by enabling this to happen. This input helps children to develop a sense of belonging and confidence. Staff encourage children to make their own informed decisions. For example, when children decided they wanted to play in the garden, staff asked them to think about the

clothes they would need to wear. Children enjoy talking about past events and are proud of their achievements. They are encouraged to share their delight with adults. This adds to children's feelings of self-worth.

Staff engage in good quality interaction with children. They use motivating language and the children respond with enthusiasm. Children gain a sense of time and know the bell means a five-minute warning. Children of all ages are encouraged to be inquisitive and to explore both the indoor and outdoor environments. Toys and resources are varied and appropriate for the age groups of children in the nursery. The exhilarating outdoor play area offers excellent space for children to explore and discover. They develop their large muscle movements and they benefit from using a range of play equipment. For example, the children use large swings and ropes to swing and climb. There is a sense of fun in the nursery and children's laughter can be heard as they play and learn.

Children benefit from the enthusiastic staff team. They enjoyed experimenting with paint, and exploring how it felt on their hands and arms. Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning. Children thoroughly enjoy singing and staff use songs to encourage babies to gain a sense of routine. Older children confidently choose songs and sing solos. These opportunities develop children's confidence and self-worth.

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

Children feel secure and confident. This is as a result of a very effective key-person system that is sensitive to the needs of all children. For example, babies and younger children who are tired or sad are comforted, which means they are relaxed and settled. This warm staff interaction promotes children's well-being effectively. The children move freely around the nursery, cooperate with their friends and are keen to share their activities with staff.

Babies are very well supported by staff. The staff notice what the babies are interested in and find toys and resources to support their interests. Babies thoroughly enjoyed listening to music swaying and clapping along. All babies are encouraged to develop their emerging language skills with high levels of praise, which builds their confidence in their abilities.

Children's behaviour is good and their sense of belonging is demonstrated by their familiarity in routines. For example, children know that they need to tidy away their toys before they eat lunch. Children remind their friends where toys need to be placed. Staff demonstrate a secure understanding of their role in managing children's behaviour. They successfully help children to feel valued and respected, while managing their behaviour. Babies and children who are new to the nursery enjoy hugs and affection from staff, which promotes their feelings of safety and security. Staff use effective strategies to promote the learning and development of children with special educational needs and/or disabilities. All children receive kind and consistent care.

Children are safe in the nursery, because staff conduct robust risk assessments to identify

any hazards. For example, they closely monitor children as they go out into the garden. Staff remind the children that they must remember to say, 'Here' when their name is called. This means children remain safe at all times. Staff help children to understand about keeping themselves safe, for example, as they remind them to walk inside and to engage in more energetic play outside.

The firm partnership with parents contributes to continuity of care. Parents feel able to approach staff with any worries. As a result, they feel valued and know that staff listen to them. Children begin to develop some self-help skills, such as dressing themselves before going into the garden. However, staff do not consistently encourage their independence during mealtimes. This means that children have fewer opportunities to develop their self-help skills at such times. Children have healthy choices at mealtimes as they enjoy fresh fruit and freshly cooked food that effectively meets their dietary needs. They enthusiastically join in with physical exercise, such as when playing outside. Babies use resources to encourage climbing and stretching in a safe and soft area. This provides children with good early opportunities to develop healthy lifestyles. The well-resourced environment and caring attitude of staff help them to promote children's development well. This is especially relevant for the older children as they prepare for the transfer to school. Children excitedly talked about the move to school, for example, as they discussed the cakes they have made for their leaving party. The use of photographs of children in their school uniforms also help children to prepare for starting school.

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

The management team members demonstrate a clear understanding of their roles, resulting in the efficient running of the nursery. Close working partnerships with the local authority results in clear routes of support and training for all staff. Training opportunities for staff mean they remain motivated in their roles and, in turn, this benefits the children. Furthermore, staff attended a recent safeguarding course, which means that all staff are very clear about their role in helping to protect children. Arrangements for safeguarding children are firmly in place. All staff demonstrate good knowledge and understanding of child protection issues. There are thorough policies and procedures in place that follow the guidance of the Local Safeguarding Children Board. Regular supervision meetings for staff means that management monitors their practice to ensure they consistently improve their skills and knowledge. This helps to improve the quality of the provision for children. In addition, this system ensures all staff remain suitable to work with children. Both the management team and the staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, all of the required documents, policies and procedures are in place. This successfully contributes to the safety and welfare of the children.

The provider has good systems in place to monitor the educational programmes and the progress that children make. These systems also mean that all staff are aware of each child's individual learning needs and styles. The staff use a thorough assessment process to evaluate the progress the children make in the setting. This detailed system means

staff understand the learning styles of each child and can plan to meet the learning needs of individual children. Children's achievements are consistently tracked to monitor their progress, and so that any gaps can be identified and addressed. Self-evaluation is ongoing and the actions set at the last inspection have been met. The evaluation of the nursery includes the views of staff, parents and children. This results in strong links between priorities planned for improvement and effective outcomes for children.

The staff group work well together and they are supportive of each other. For example, they inform each other when are leaving the room, which means children are supervised well during the day. There is a robust recruitment process in place which means staff are qualified and suitable to work with children. A good induction and probationary period means the management team is able to monitor the work of new staff to ensure they are suitable for the setting.

Partnerships with parents are well established and parents are pleased with the progress their children make. There is much information available for parents in the form of notice boards and displays of leaflets and activities for children in the area. For example, all parents were fully aware of national mud day that their children took part in. There is an effective two-way flow of information shared between staff and parents, through discussions at the start and end of the day. This provides good information for staff so that they can meet any changing circumstances regarding parents and children. All parents that were spoken to said that they have a very positive partnership with staff in the nursery, and this has helped their children to feel happy and safe. Parents used words, such as 'Wonderful' when describing the work of the staff. Staff work well in partnership with other professionals who support children 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY265143
Local authority	Tower Hamlets
Inspection number	976859
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	98
Number of children on roll	87
Name of provider	Matchbox Day Nursery Ltd
Date of previous inspection	18/02/2014
Telephone number	020 7987 6296

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

