

St Mary's Church of England Nursery

Brooke Road, London, E17 9HH

Inspection date	08/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		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 monitor children's learning and development rigorously, which means all children, including those with special educational needs or learning English as an additional language make significant progress in their learning and development.
- Staff work exceptionally well and involve parents in all aspects of their children's care. This provides consistency between home and the nursery, supporting children's well-being successfully.
- Staff plan interesting, stimulating activities and experiences which encourage children to explore all areas of their learning.
- Staff have effective links with other providers and agencies, in addition to those onsite, which allows them to seek specialised support as needed.

It is not yet outstanding because

- Snack routines are not always fully supervised to support children's personal, social and emotional development.

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 activities indoors and outside.
- The inspector carried out a joint observation with the manager and held discussions with members of staff.
- The inspector sampled the settings documentation including policies, profile books, special books and a hard copy self evaluation form on the day.
- The inspector took account of the views of parents through discussions on the day.
- The inspector saw evidence of the suitability of all persons working in or who have regular access to the nursery and other documentation in relation to safeguarding and welfare requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

St Mary's Church of England Nursery registered in 2014. The nursery is located within the school grounds of St Mary's Church of England School alongside the primary school and is managed by the committee. There are two rooms and two outdoor play areas for the younger and older children. The children of the nursery have access to a range of the school facilities, which includes the ICT suite, main hall and sports hall. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year excluding two weeks at Christmas and bank holidays. The nursery provides care for children from 12 months to 4 years old and currently has 58 children on roll in the early years age group. The nursery is registered on the Early Years Register and receives funding to provide free early years education to two, three, and four-year-olds. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. The nursery employs 16 staff; of whom two staff hold a qualified teacher status and 14 staff hold appropriate early years qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- review the supervision of children at snack time in order to ensure that children's personal, social and emotional development is fully developed.

Inspection judgements

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

Staff display a thorough understanding of the Early Years Foundation Stage and implement this through well-planned, engaging activities for the children. The quality of teaching at this nursery is excellent. Staff have high expectations of the children in their care, supporting their progress further. The balance of adult-led and child initiated activities ensure that children are continually challenged, but yet able to follow their own interests. Children take part in group experiences which involve children of all ages, supporting their developing relationships. Staff carry out regular observations on each child and use these to identify children's next steps. This ensures children progress well from their starting points. Staff assess children's skills, knowledge and abilities accurately. This information is used during weekly planning meetings to tailor more challenging activities for each child. Next steps are also evaluated during these meetings to ensure that each child is making progress. Staff carry out regular assessments and the progress check for two-year-olds is completed to identify any areas children may not be progressing at expected levels.

Staff plan differentiated activities meaning that children are developing in line with their capabilities and activities are tailored accordingly. The current limitations of the space available means that children stay in their age-related groups. However, staff plan very effectively for children's individual needs to ensure that they remain interested and challenged. Consequently, all children are making consistently excellent progress in developing the skills and abilities needed for the next stage of their learning and development.

Children access resources and engage in a wide range of activities that promote their communication and language, personal, social and emotional and physical development. For example, children are exposed to a language rich environment and have many opportunities to use the outdoor areas. This promotes their physical development and gives them time to play with their peers. Outside children pedal on numbered bikes at different speeds, negotiating the space available through steering and using their larger bodily movements. They access the sand and water and use the wide variety of available tools to explore consistency, developing their smaller muscles. Staff interact and engage children in purposeful dialogue to support their speaking and listening skills. Staff provide children with a wide selection of bricks, blocks and wooden ramps of various sizes to build or construct. Staff encourage children to test their ideas through trial and error and are challenged to think as they explore what will slide down the ramps that they have made. They experiment with dinosaurs and cars, and nearby staff introduce children to new words, naming each dinosaur that they use. This increases their developing vocabulary. Children have sufficient time to practise and reinforce what they learn. For example, they add water to glittered flour and talk about going on a bear hunt, recreating a previous story. They move their hands and experience the different textures and push their fingers in to recreate the squelchy mud.

Children involved in circle time are encouraged to wait their turn and have all their contributions acknowledged. Children laugh aloud and display enjoyment of the activity as staff sing their known favourite songs and carry out the actions. They sing fast and then slow as the song progresses, exploring different rhythms and beats. Children make their own selections from the book areas in each room and use one of the many cosy areas available to sit and relax with these. As a result, their communication and language is supported successfully. Children's school readiness is effectively promoted and is supported through the nursery access to the onsite facilities. Children over two eat their lunch in the main dining hall and the older children sit at the same benches that they will use when they start later in the year. This supports them in becoming familiar with their surroundings and prepares them for the next stage in their development. The toddlers have separate smaller tables and really enjoy this experience as many have siblings attending the school that they look for. Children wash their hands and line up for lunch when their name is called or begin tidying away on the sound of the bell. This demonstrates how staff have taught them to listen to instructions and be attentive. Children share the playground with the reception children and enjoy stories read by the reception teachers, increasing this familiarity. Children moving up will also have the opportunity of visiting the classroom that they will move into. They carry out activities and take part in the timetable which includes an assembly. This highlights how the nursery prepares children as much as possible to ensure that this is a smooth process. Staff are proactive in contacting alternative schools children may be going to and arranges visits

with the teacher. This supports children's all round well-being. Staff work exceptionally well with parents and involve them fully in their children's learning. Staff work with parents to establish a baseline assessment for each child. Parents access children's special books and contribute 'wow' slips, parent voice slips and photographs. They also complete focus week forms for their child. This ensures information is regularly shared about learning at home and parents are aware of what their children have been doing during their time at the nursery. As a result, there is a strong continuity between the home and nursery. Staff support children with special educational needs and/or disabilities and English as an additional language well. For example, staff use intervention programs for any children identified as needing additional support. This helps children to progress rapidly towards their expected levels of learning and development.

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

Children enjoy their time at the nursery and have settled well. They play alongside their friends leaving their parents with ease. Staff have good systems in place to support children when they first start at the nursery. Meetings with parents and children enable all parties to get to know each other and become familiar with the new surroundings. Staff gather a wide range of information about children's likes, dislikes and their current skills and abilities. This helps staff to plan activities and experiences which are familiar to children. As a result children's individual needs are met well and plans adapted to meet the needs of all children. Key persons work effectively with key person's in the next age range to support children as they move between rooms. Parents are continually involved in sharing information on their child and have the opportunity for daily discussions at drop off or collection times. Staff record the daily activities of the younger children in a communication book which is updated throughout the day. As a result, parents are regularly informed and these partnerships between nursery and home are strong.

An effective key person system is in place at the nursery. Each child has two key-workers to ensure that there is always a point of contact for parents and continuity of children's care is maintained even if their key person is absent. This supports them in developing secure attachments. Staff help children to develop an awareness of personal safety and risks. For example, they put on high visibility jackets to play outside and are aware of the sections of the playground that they are permitted to use. Staff remind them regularly of these boundaries and therefore they learn to manage their own safety and behaviour. Children behave well and begin to tidy up on the ringing of a bell. Staff teach children valuable social skills, such as taking turns and sharing toys, which means that children are respectful of one another. Staff provide healthy, balanced and nutritious snacks and meals. For example, they eat chicken pie and vegetables, followed by yogurt and a fruit selection for dessert. Staff discuss the pictured foods on children's placemats promoting their understanding of a healthy lifestyle. Children's dietary requirements are also highlighted on their placemats and further detail clearly displayed by photographed laminated sheets by the serving counter.

This ensures that the cooks are all aware of all children's dietary and medical requirements. Staff teach children the importance of good personal hygiene routines. For

example, children learn to wash their own hands at the low sink and dry with tissues after, discarding this into the bin. This promotes safe hygiene practice and reduces the risk of contamination and the spread of germs. During the day a rolling snack encourages older children to assess their own personal needs, further promoting independence. However, during the inspection, some children were seen walking around with food in their hands and mouth. This is because staff do not fully supervise children while they are eating in order to develop good eating habits and teach valuable social skills.

Staff encourage children to enjoy fresh air and exercise through regular access to the outdoor areas. Children also take part in activities such as sports day and visit activity and soft play centres, supporting their physical development. After sports day, children describe how hot they feel. Staff explain that this is because they have been running very fast, extending their understanding of the affect that exercise can have on our bodies. Children walk to the shops to buy ingredients for activities and post letters, engaging them with the local community and increasing their understanding of the world.

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

The management team meet all the requirements to safeguard and promote the welfare of children well. The staff all have a good understanding of child protection procedures and all received training as part of their initial induction. They are all aware of what action to take in the case that they have a concern for any child who may be at risk of harm or abuse. If an allegation is made against another staff member they refer to the displayed flowchart for guidance. Comprehensive policies are in place and implemented effectively throughout the setting and are a mixture of whole school policy and ones which specifically apply to the nursery. These are available for parents on the website and specific areas detailed within the welcome pack issued. A separate policy in place details the procedures on mobile phone and camera use and displayed posters reinforce the message that the use of mobile phones is prohibited. Robust risk assessments are completed twice daily and staff use a best practice list to ensure that all areas are safe from any hazards. There is a strong leadership structure in place for the smooth running of the nursery. The manager has ensured that she has a competent, qualified and capable deputy manager in place who can take charge in her absence.

The access to the nursery is via the main school entrance using a buzzer system and any gates are secured using a padlock. All visitors to the nursery sign in and out meaning no unauthorised person can gain entry. All staff working in the nursery and any person who has regular access has received a full Disclosure and Barring Service clearance. This means children will only have contact with people who are deemed suitable. The nursery regularly practises a fire evacuation as part of the whole school and this is indicated by setting off the fire bell. Children regularly discuss the fire practice as part of their circle times and staff ring a bell to initiate this.

A rolling program is currently in place to train all staff members in first aid with eight staff currently fully trained. Parental consent forms are used to administer medication and care

plans in place for children with any current conditions. This helps to ensure that medication is administered within the policy guidelines. The management team are fully aware of safer recruitment processes and the importance of ongoing supervision of staff performance. A robust induction process ensures that all staff are vetted through the Disclosure and Barring Service. In addition, time spent at the beginning of any new employment provides opportunities for staff to become familiar with all the nursery policies and procedures and understand their individual roles and responsibilities. The manager has put in place a well organised, regular and effective professional development programme which is improving the quality of teaching. For example, staff have received training in supporting the under 3's, health and safety, level 2 food hygiene, equality and using an Epi-pen. The management team have the ethos of train, monitor and review so that they can continually improve practice. Review meetings are held where staff can detail areas they are enjoying and what they find most challenging. Training needs are then jointly negotiated and they will be set targets for the year. Annual appraisal's help to see if targets are met, supporting staff's professional development.

The management team monitor the learning and development requirements, regularly checking staff's observations and assessments on children. This helps to ensure that planning responds to children's interests and what they need to learn next. Consequently, all children are making consistently good progress. The manager and staff use self-evaluation to monitor the service and educational programmes that they provide, supporting continuous improvement. Current plans include moving the toddlers to another room in September meaning that they will have the freedom to move between the indoors and outside and a separate area to sleep. Furthermore, toilets will be installed into the preschoolers' room. This will support children to assess their own personal needs, promoting their independence further.

Partnerships with parents are very good as the staff maintain regular communication with them in a variety of ways. Staff invite the parents in for an evening after the first term to have a one-to-one session with their children's key-workers. Staff also invite parents into school and nursery workshops. For example, meetings to help parents support their children's nursery to the reception class. Nursery open weeks are also held where parents can sign up and come in to watch the activities. Staff use this opportunity to inform them on the areas of learning and offer ideas on how they can support their children at home. Parents unable to attend will receive regular information through the newsletters sent out. The staff seek the parents views on the nursery, which helps to include them in the decision making process. This demonstrates how their feedback is valued. Children's views are gained through pupil planning sessions every week and children are also encouraged to write ideas on the planning board. Younger children are observed when interacting with the activities to identify interests. Focus activities are also set up around children's current interests with information received from their parents.

Partnerships with other providers and external agencies are well established. In addition to having support as being part of a school, the management team are proactive in sourcing further contacts. Two external consultants working as school improvements officers have also visited the nursery to offer advice during the setting up process. The staff extends children's learning experiences through inviting in outside companies. For example, a travelling English opera company and music time. The nursery has links to the schools

special educational needs coordinator and nurse, and local health workers and educational psychologists. This secures them valuable advice and access to specialised additional support as needed for the children in their care.

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	EY473157
Local authority	Waltham Forest
Inspection number	950824
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	58
Name of provider	St Mary's Church of England Primary School
Date of previous inspection	not applicable
Telephone number	0208 521 1066

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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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