

# Mudchute Farm Day Nursery

Mudchute Farm & Park, Pier Street, London, E14 3HP

## Inspection date

11/12/2014

Previous inspection date

30/06/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

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 praise children positively, which builds their confidence and self-esteem effectively.
- Staff work closely with parents to understand and meet children's individual needs well.
- The management team has introduced new learning initiatives for children, including Forest School sessions. As a result, staff provide a broader range of learning experiences to support children's different learning styles.
- Staff and children follow effective hygiene procedures which promote children's good health well.

### It is not yet outstanding because

- At times, staff practice is not always fully consistent; for example, not all staff use routines to their full advantage to promote children's counting skills.
- There is little writing on display that reflects the range of languages children speak in addition to English. Occasionally, only capital letters are used to write words, including children's names on display. This does not fully support children's early reading skills.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector spent time in all of the rooms of the nursery and outside observing children's activities, play and their interactions with staff.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector and the management team discussed the organisation of the nursery.
- A sample of paperwork was viewed including the safeguarding policy and children's progress records.
- The inspector spoke to a small number of parents to gain their views about the nursery.

## **Inspector**

Sheena Bankier

## Full report

### Information about the setting

Mudchute Farm Day Nursery was registered in 2004. It is managed by the Mudchute Park and Farm Association Management Committee. The setting is situated in the grounds of Mudchute Farm and Park in the Isle of Dogs, which is situated in the London Borough of Tower Hamlets. Children are cared for in a number of rooms and there are three enclosed outdoor play areas. The nursery is open each weekday from 8am to 6.30pm for 51 weeks of the year. A playgroup session is held from 9am to 12 noon during term time only. It also provides after-school care from 3pm to 6.30pm. A playscheme is available in school holidays from 8am to 6.30pm. The nursery offers Forest School sessions and a toy library service. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for free early education for children aged three and four. In addition, funding for free early education is available to referred two-year-old children. There are currently 95 children on roll in the early years age group. The nursery supports a number of children with special educational needs and/or disabilities, and children who are learning English as an additional language. A manager is employed, who holds a level 3 qualification. A further 26 staff are employed, of these 21 hold level 3 qualifications and two hold level 2 qualifications. Three members of staff are working towards gaining qualifications. A number of support staff are also employed at the nursery, such as administration staff.

### What the setting needs to do to improve further

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

- enhance children's learning and development experiences further by ensuring practice across the whole staff team is fully consistent
- enhance children's early literacy skills by displaying writing with the correct use of capital and lower case letters, and reflect the different languages children speak in print on display.

### 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 learning and development requirements and how the activities they provide support children's learning. Staff observe children and reflect on their learning needs well and, overall, provide a good quality of teaching. They take into account children's individual needs when planning for children's learning and development. Parents contribute their knowledge to their children's learning because staff include information from them about children's interests in their planning. Staff gain information

from parents about their children's starting points on entry to the nursery through discussions at the settling-in visits and completion of an 'all about me' booklet. The key person takes time to get to know the children and their interests so they can provide activities that reflect the children's interests and build on what they already know and can do. After the settling-in period, staff complete a baseline assessment of children's starting points which helps them to measure children's progress accurately over time. Parents are able to take home activity bags to support their children's learning and development at home, such as a 'cooking' activity bag and 'story sacks'. Staff provide daily verbal feedback about children's time at the nursery and parents take home their children's written assessments and identified next steps in learning. This promotes continuity in supporting children's learning at home and at the nursery.

Toddlers and babies enjoy exploring and investigating sensory materials, such as natural objects, water and sand. These maintain their interest and concentration skills well. Staff promote children's language skills well as they talk to them about what they are doing and sing action songs with them. Children learn to connect the word with the action, for example, 'up' and 'down' and learn about mathematical concepts and words. However, occasionally, a few staff do not always join in with the singing and actions with sufficient enthusiasm, resulting in some children not being always fully engaged in the activity. Staff help children to develop their early understanding of counting in a relevant way during routines and activities, such as the spoons of food they offer babies or how many chairs there are left around the table. Sometimes, staff miss opportunities to enable children to practise their mathematical skills further, such as during lunchtime when staff hand out plates. All children benefit from activities to strongly promote their large physical skills. Babies make good progress in their physical development because they have climbing equipment in their room and furniture to pull themselves up on, and hold on to, when learning to take their first steps. Outside, staff use wooden blocks to make steps and a platform for the playgroup and pre-school children to step up and across and then jump off the end. This challenges the children as they learn to coordinate their movements and develop their balancing skills.

Staff use their good knowledge of the individual children and the regular assessment of their progress to securely identify any gaps in their learning and development. The good links with outside agencies means that staff provide consistent support to the children. They implement the advice and guidance given to them so that children with special educational needs receive the support they need. As a result, all children make good progress in line with their starting points. Staff work closely with parents of children who are learning English as an additional language so that children are supported consistently. They gain key words and agree the words they will use with parents to support children's communication, although there is little print in other languages that children speak at home to value the diversity of the families further. Staff speak clearly to children who are learning English and use gestures and actions to further promote their understanding. This promotes children's understanding and developing use of English well.

The majority of children separate from their parents or carers confidently and are keen to take part in the activities and play experiences on offer. Children concentrate well and maintain their interest in their chosen play and activities. The pre-school children use their imaginations freely to create and draw pictures. They have good pen control as they

carefully draw lines and decorate their pictures. Children extend their learning independently as they choose from further resources, such as scissors, rulers and envelopes. As a result, children use their own ideas well. Staff provide a self-registration board to help children learn to recognise their names. However, staff sometimes write in capital letters only, including some children's name labels. This does not fully support children's early reading skills. Children use modern technology effectively. They use computer programmes that teach them letter sounds and move the mouse skilfully to play the games. Children use the nursery camera to take photographs, which are displayed in the room. This values the children and their achievements. Babies and toddlers play with toys that encourage their exploration and early understanding of modern technology, for example, electronic toys that light up and play sounds when buttons are pressed. The good development of children's skills helps them to be ready for the next stage in their learning.

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

Children form positive relationships with the staff and are happy and settled at the nursery. Staff provide good settling-in processes that are individually agreed with parents to meet their child's needs. As a result, children have sufficient time to adjust to the change and develop their confidence in the new environment. Staff gain effective information from parents about their children's needs; for example, babies' home routines, including their sleep position and times. Staff speak to parents regularly about any changes to children's needs and agree how they will support children. This tailors children's care to their own individual needs well. Staff support children securely as they move rooms in the nursery, taking good account of the bond children have with their key person. Visits to the new room take place with the current key person and the number of visits adjusted in relation to each child's individual needs. This helps children to develop their confidence while becoming familiar with the new staff and environment.

Children's behaviour is good. Staff are positive role models as they are calm and respectful. The atmosphere at the nursery is relaxed and happy, which helps children feel at ease. Staff plan activities that support turn taking and sharing, and which build friendships between children. This supports children to develop their confidence in working with other children and promotes their cooperation skills. Staff use appropriate behaviour management strategies, such as distraction when needed. Their warm and consistent praise for children's efforts and achievements builds children's self-esteem and confidence very well. The strong levels of confidence children develop support them emotionally to manage the change to school. Staff provide positive praise and encouragement which motivates babies to learn to feed themselves with a spoon, supporting the development of good independence skills. Staff remind children about safe behaviours, for example, when babies and toddlers sit at the top of the slide before sliding down.

Children are cared for in a well-organised environment with good quality toys, equipment and resources. The rooms are welcoming to children and are set out well so that they meet children's needs. For example, the baby room has mirrors at the children's level, which helps the babies gain a sense of who they are. There are cosy areas for children to

have a quiet time and relax with a book. All rooms have direct access to the outside areas with their range of interesting equipment and resources, such as a large tree house to climb and explore for pre-school and playgroup children. Children are encouraged to be independent in putting their coats on and off for outdoor play. This promotes children's sense of responsibility and self-care skills as they learn to take care of their belongings and manage their clothing independently.

Children's good health is supported well and they develop a secure understanding of healthy lifestyles. They spend time in the fresh air playing in the gardens and going on outings, such as to see the animals kept on the farm and walks by the river. This widens children's understanding of the world. Staff promote effective hygiene practice. They talk to children about needing to use tissues and, after assisting children with this task, wash their hands to avoid cross infection. Children enjoy the healthy snacks which the children in the pre-school room and playgroup help to prepare. This gives children responsibility as they choose the fruit and vegetables to have for snack. They learn to use knives safely to cut up the snack. Staff carefully risk assess and check the ingredients in planned cooking activities, such as biscuit making, and ensure these meet children's individual dietary requirements. They ensure all children can take part safely together by providing an identified area on the same table for children using their own specific ingredients and separate cooking utensils and storage container. These measures strongly promote children's well-being and good health.

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

The staff and management team have a good understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. All staff have received safeguarding training and have a good knowledge of safeguarding procedures and how to respond to concerns about children's welfare. The management team has completed safer recruitment training and they implement robust procedures to check new staff's suitability and ensure their continued suitability. New staff complete suitability checks that include gaining a Disclosure and Barring Service check. The management team has access to the Disclosure and Barring Service check system to review staff checks at any time. Staff have a secure understanding of whistle-blowing procedures and their responsibilities to report any concerns about other staff. Staff receive good information in a staff induction pack and a handbook to support them in their role. Staff complete effective daily safety checks and risk assessments in all areas of the premises, which minimises potential dangers to children. The premises have security equipment which greatly minimises any risks from unauthorised visitors. Staff and children have a good understanding of what to do in the event of an emergency occurring because they complete regular practises of the evacuation procedure.

Staff complete regular assessments of children's progress and track their achievements. They know the children well and use their visual observations to support the written planning. The management team has identified that staff do not always record observations regularly to support their assessments of children's progress and are taking

steps to address this. For example, the deputy manager is monitoring the children's progress records and reminding staff to keep these updated. The management team monitors the quality of the play and learning experiences children receive and provide feedback to staff to help develop their practice. Staff benefit from supervision meetings, which helps identify their training and development needs. They undertake relevant training in accordance with their professional development needs. All staff complete first-aid and safeguarding training, which promotes children's well-being and welfare strongly.

The management team has used the local authority assessment to recognise their main strengths and areas to develop further well. They are taking strong steps to build improvements at the nursery, including introducing new learning initiatives to broaden children's experiences, such as Forest School sessions. The management team evaluate that these have been a valuable learning experience for children. Staff, children and parents provide feedback to the management team to support the positive self-evaluation process. The manager has an 'open door' policy for everyone, encouraging parents to offer their views and opinions. Staff listen to the children and observe their interests and offer toys, resources and activities that reflect the children's ideas as a result. Staff give their ideas to the management team in regular staff meetings to help shape the service they provide. The staff and management team show a strong capacity to maintain good continuous improvement.

Partnerships with parents and outside agencies are effective. Staff work closely with parents and other professionals to support children consistently. They provide a good range of information to parents through verbal and written information. This includes daily verbal feedback about children's day, progress and care needs. In addition, staff provide daily 'two-way' diaries which encourage communication between parents and staff. Useful information is displayed around the nursery for parents, such as how to care for children's teeth and manage behaviours, such as biting. Parents spoken to on the day of the inspection had many positive comments to make about the nursery and staff. These included that they felt confident to leave their children knowing that they will be happy. Parents stated that staff keep them well-informed about their children's progress and that they feel their children are able to progress at their own pace.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY283985
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	826840
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	115
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Mudchute Association Committee
<b>Date of previous inspection</b>	30/06/2011
<b>Telephone number</b>	0207 538 8456

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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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