

Mary Sambrook Day Nursery

Mary Sambrook Day Nursery, 125 The Highway, Wapping, London, E1 9BP

Inspection date	08/01/2015
Previous inspection date	29/11/2011

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff make colourful and attractive displays of children's work and present these where children can see them for themselves. This promotes children's self-worth and confidence.
- The nursery works in partnership with other schools and shares relevant information to help children move smoothly to other settings. Children are, therefore, emotionally prepared for the next stage of their learning.
- Parents are welcomed into the nursery and are pleased with the progress their children are making, particularly in their communication and language.

It is not yet good because

- The key-person system is not working effectively and, as a consequence, children's individual needs are not being met well.
- Systems to identify the strengths and weaknesses of the delivery of the educational programme and staff practice are not robust. Consequently, the quality of teaching and learning is variable and educational programmes do not always provide interesting and challenging experiences for children.
- Children enjoy healthy food. However, staff do not always extend their awareness of healthy eating, or healthy lifestyles, further by helping them learn about portion sizes, to ensure there is sufficient food available for all children.

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 toured the premises.
- The inspector observed a number of teaching and learning activities in all of the playrooms and outdoors.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took account of the views of parents, staff and children.
- The inspector viewed a range of documentation.

Inspector

Bushra Khan

Full report

Information about the setting

Mary Sambrook Day Nursery opened in 1971. It operates from two playrooms in a single storey, purpose-designed building. It is situated in the Wapping area of East London. The Early Years Service within the Education Directorate manages the centre. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery opens five days a week, all year round. It is open from 8am to 5.30pm and sessions offer core hours of 9am to 12pm, and 1pm to 4pm. There are currently 30 children on roll, all of whom are in the early years age group. Children attend for a variety of sessions and times; these vary according to parental need. The nursery supports children who have special educational needs and/or disabilities, and children who learn English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four. There are currently ten staff who work with the children. Of these, nine have early years National Vocational Qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the key-person system to ensure that every child's care is tailored to meet their individual needs and offers a settled relationship for the child
- improve the planning and organisation of the toys, resources and activities so that all children can explore confidently, investigate and challenge their learning
- improve the monitoring of the delivery of the educational programme to identify further ways to strengthen the consistency and quality of teaching so that it is of a consistently high standard.

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

- enhance children's knowledge of healthy eating and healthy lifestyles, particularly relating to portion sizes, and ensure all children have sufficient food to eat during lunchtime.

Inspection judgements

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

Staff have a sound understanding of the requirements of the Early Years Foundation Stage. While educational programmes cover all areas of learning, they are not always well planned for. Activities are not always well resourced or planned to stimulate children's curiosity and provide them with sufficient challenge. The home corner does not always provide interesting and challenging experiences for children. For example, the resources are uninviting and the real vegetables were old and no longer fresh. The nursery provides activities for making marks and developing children's early writing skills. However, the resources available are not always stimulating or provide children with sufficient challenge. As a result, children choose not to work on the writing table and miss opportunities to extend their early writing skills further.

The quality of teaching and learning is variable. While some staff members provide good learning experiences for children and have high expectations of the children, this is not consistent among all staff. Children make adequate progress in their personal, social and emotional development. They are encouraged to take turns and share resources with other children. There is a strong emphasis on children initiating their own play; however, this can sometimes result in missed opportunities to develop children's skills. The indoor learning environment is colourful and welcoming and staff display children's work where they can easily see it. Consequently, children's self-worth and confidence is promoted.

All children are encouraged to play in the outdoor area and are appropriately supervised by staff. The nursery benefits from a large outdoor play area where children have the opportunity to engage in a number of activities, including those linked to forest school. However, activities are not always well planned by staff and can sometimes lack challenge.

The staff record children's starting points in learning and frequent observations are documented. Staff use these to identify children's next steps for learning and share with parents. There is an effective partnership between the staff and parents. Parents state they are pleased with their children's development, particularly in their communication and language. The staff communicate with parents routinely and they encourage ways to help parents extend their children's learning at home. This promotes continuity in children's learning between the nursery and home.

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

The key-person system is not effective, particularly for the younger children, as staff are not always deployed effectively to support individual children's needs. As a result, not all children form secure attachments to their key-person and do not settle quickly when upset.

Staff promote the behaviour management policy effectively. Children are well behaved and understand what is expected of them. Turn-taking and sharing skills are often encouraged. For example, staff remind children that 'sharing is caring'.

The nursery ensures that the children's diet is healthy and fresh salad and water is

provided. While children are encouraged to be independent during meal times, staff do not effectively extend their understanding of healthy eating and healthy lifestyles. For example, staff do not always encourage children to try salad, and do not help children to learn about portion sizes. As a consequence, some children were observed to fill their plates to overflowing and this meant that there was less food available for the children who followed.

The management team ensures that staff assess risks within the environment regularly. The environment is safe for children and there is an adequate range of resources accessible to the children.

The staff have developed good partnerships with local schools and encourage meetings with other early years settings. This allows children to be emotionally prepared for their next stage in learning. Children are developing the skills for future learning. These include learning to put their coats on, use the toilet independently and washing their hands before meal times.

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

The manager demonstrates a sound understanding of the learning and development requirements. She has started to evaluate the strengths and weaknesses in staff practice, and is keen to implement a number of positive changes. However, due to the number of responsibilities the manager currently has, she is unable to monitor the delivery of the educational programmes and quality of teaching effectively. Therefore, the weaknesses in teaching and learning do not help children make the best possible progress in their learning and development.

Appropriate safeguarding procedures ensure that children's safety and welfare are well promoted. All staff have completed safeguarding training and the manager monitors training needs regularly, for example, through asking staff to complete safeguarding questionnaires. Staff demonstrate a clear understanding of what they should do if they are worried about a child's welfare. The management team implements rigorous recruitment processes. Staff complete suitability checks to ensure they are suitable to work with children, and the manager provides induction training to all staff to ensure they are aware of their roles and responsibilities.

Staff record accidents that take place at the nursery and inform parents of any incidents that take place on site. Partnerships with parents are securely in place. They are welcomed into the nursery, where they are encouraged to gain a further understanding of their child's development. Frequent meetings take place between staff and parents, who are also encouraged to develop learning at home. Children's development files and the progress check for two-year-old children are shared with parents.

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. 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	119587
Local authority	Tower Hamlets
Inspection number	836056
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	30
Name of provider	London Borough of Tower Hamlets
Date of previous inspection	29/11/2011
Telephone number	0207 488 3796

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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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