

# Maples Children's Centre

Maples Children's Centre, East Churchfield Road, London, W3 7LL



<b>Inspection date</b>	20 February 2018
Previous inspection date	5 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The centre is well managed and led by an ambitious head and a well-qualified leadership team. They make good use of training opportunities to develop their knowledge and skills. This helps to promote positive progress in children's learning.
- Staff provide good support for children who speak English as an additional language and children who have special educational needs (SEN) and/or disabilities. They work effectively with other professionals, such as speech and language therapists, to support children's individual communication needs.
- Children demonstrate they are happy and secure. They quickly settle and develop close attachments with staff and other children.
- Staff regularly observe children at play and make accurate assessments of what children know and can do. The active involvement of parents and the staff's strong knowledge of each child, lead to the effective planning for future learning.
- Staff establish excellent relationships with parents. Parents are very well informed about their children's achievements and understand how they can contribute to their progress at home and out in the community.

### It is not yet outstanding because:

- Some staff are sometimes too quick to solve problems for children before they have time to respond or attempt to find solutions for themselves.
- The systems for monitoring staff performance are not focused fully on raising the quality of teaching to the highest level across the nursery.

## What the setting needs to do to improve further

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

- build further on opportunities for children to think about and solve simple problems for themselves
- focus more precisely on the methods used to monitor staff performance and drive the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the headteacher of the nursery.
- The inspector held a meeting with the headteacher of the nursery. He looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are secure in their knowledge of local safeguarding procedures. They know what action they must take to protect children from harm. Leaders regularly check staff's knowledge of what might cause them to be concerned about a child's welfare. The management team strives to provide high-quality provision. It encourages and acts on feedback from children, parents, staff and advisers. Improvement plans are successfully implemented. Reviews help to ensure there is a positive impact to improve outcomes for children. Parents are highly complimentary about the nursery. They comment on the very good standards of care and the positive progress their children are making.

### Quality of teaching, learning and assessment is good

The environment is planned well and provides children with activities that cover all areas of learning. There are plenty of good-quality resources for children to develop their mathematical and language skills. Children are listened to and supported to engage in conversations with staff, to build on their communication and understanding as they play. Staff deploy themselves effectively. They are close at hand to offer children responsive support and extend their learning. Staff provide many opportunities to extend children's literacy skills. For example, they encourage children to practise their early reading and writing skills during everyday activities.

### Personal development, behaviour and welfare are good

The nursery is warm, welcoming and friendly. Children of all ages quickly settle into the routine of the day. This helps to prepare them well for the next stage in their learning. Children develop secure relationships with staff and other children. They grow in confidence and self-awareness, learning to play harmoniously with others. Toddlers are confident to ask for items they want and approach staff for comfort and reassurance when needed. Children behave well. Staff have consistent routines so that children know what is expected of them. They are good role models and promote a calm and relaxed atmosphere for purposeful learning. Staff organise the space well so that children make independent choices about where they play and explore. Children learn about healthy lifestyles. They help themselves to fresh fruit, pour their own drinks and clear away their things when they have finished their snacks. They have regular opportunities to explore their ideas outside, to be physically active and visit their local community.

### Outcomes for children are good

All children, including those who receive additional funding and those who speak English as an additional language, are making good progress. Children benefit from a wide variety of learning opportunities and their early literacy and mathematical skills are developing well. They learn to be independent, capable and self-assured. Children are expressive and confident during their play and interactions with staff and each other. They are well prepared for the next stage of their learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY286713
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1061794
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	London Borough of Ealing
<b>Registered person unique reference number</b>	RP519192
<b>Date of previous inspection</b>	5 November 2013
<b>Telephone number</b>	020 8743 7128

Maples Children's Centre registered in 2004. The nursery employs 16 members of childcare staff. Of these, three hold qualified teacher status, 10 hold relevant childcare qualifications at level 3 and three hold qualifications at level 2. The nursery is open term time only, Monday to Friday. Sessions are from 8am to 6pm. The nursery provides funded early education for children aged two, three and four years.

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