

Matilda Community Day Nursery

St Katherines Way, London, E1W 1LQ



Inspection date	10 April 2018
Previous inspection date	3 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 acting manager and staff consistently implement procedures to keep children safe.
- The management team completes robust coaching and support systems to raise the effectiveness of the staff in carrying out their roles and responsibilities. For example, the acting manager regularly observes staff practices in the rooms in order to identify where additional support is needed to improve staff interactions with children and develop their childcare skills further.
- The key-person system is well embedded. Staff work closely with parents to tailor children's settling arrangements to their individual needs. They swiftly build trusting relationships with new children, which helps them quickly settle and feel at ease.
- Staff are secure in their knowledge of children's individual learning needs. They make effective use of assessments to inform planning according to children's interests and abilities. All children make good progress.
- Children learn about change and growth of living things in meaningful ways. For example, older children know that plants need water to grow. They observe chicks hatching out of eggs and discover how caterpillars turn into a cocoon.

It is not yet outstanding because:

- At times, during activities, staff miss opportunities to encourage older children's critical-thinking skills to enable them to try to work out solutions to their problems.
- Staff do not consistently make the best use of opportunities to increase younger children's understanding of the importance of good personal hygiene.

What the setting needs to do to improve further

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

- increase opportunities to help older children learn to solve problems to strengthen their early mathematical skills
- help children further to learn about the benefits of good personal hygiene, in readiness for school.

Inspection activities

- The inspector spoke to the acting manager, a committee member over the phone, staff and children, at appropriate times during the inspection.
- The inspector observed staff interactions with children indoors and in the outside area.
- The inspector asked the acting manager to take part in a joint observation.
- The inspector looked at a selection of documentation, which included assessment records, the register of attendance, staff and committee members' suitability checks.
- The inspector read parents' completed questionnaires and spoke to parents to take account of their views.

Inspector

Jennifer Liverpool

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The recruitment procedures are robust and ensure all those working at the nursery undergo a number of checks to ensure they are suitable to work with children. Staff demonstrate an understanding of signs which may give them cause for concern about a child and the procedures to follow. The management team has effectively addressed the actions and recommendation from the last inspection and this has had a valuable impact on children's welfare. For example, the team provided Ofsted with relevant information on new committee members so that checks could be completed to ensure they are suitable, as required. In addition, the manager and staff are reflective of the service and regularly seek parents' views to help identify areas to improve the outcomes for children. Parents spoken to at the inspection say that they are happy with the care and learning their children receive. Staff develop links with the local school to help with children's transition to school.

Quality of teaching, learning and assessment is good

Staff provide a variety of opportunities to promote children's learning. They encourage children's communication skills effectively. For example, group activities, such as circle time, and the music activity sessions led by a visiting tutor provide opportunities for children to listen carefully as well as respond to instructions. Children learn to be independent. For example, young children begin to make choices for themselves as they select toys from low-level storage units. Older children serve themselves during mealtimes and some can zip up their coats. Staff encourage children's early reading skills well. For example, they share favourite books and regularly encourage young children to join in with words and sounds. Older children enjoy helping staff to read stories to their friends. They confidently learn to retell a story in a book from the pictures.

Personal development, behaviour and welfare are good

Children are happy to attend and enjoy close relationships with staff and other children. Staff set consistent boundaries, which helps children learn important social skills. Children eat nutritious meals and learn about healthy eating. They engage in a good range of activities that helps them to extend their physical skills. For example, they move enthusiastically during music and movement sessions and ride wheeled equipment competently. Young children show increasing control when pushing mobile equipment.

Outcomes for children are good

Children make good progress from their starting points. They develop essential skills for the next stages in their development or for school. Older children wait patiently for their turn during group activities and some put their hands up when they would like to respond to a question. Younger children learn to share resources with their friends. Older children can count up to 20 and they learn to count out a given quantity of items. Younger children enjoy participating in musical activities. Older children learn to explore musical instruments, such as tambourines, and to strum guitar strings with adult support.

Setting details

Unique reference number	119588
Local authority	Tower Hamlets
Inspection number	1099400
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	15
Number of children on roll	26
Name of registered person	Matilda Community Day Nursery
Registered person unique reference number	RP517625
Date of previous inspection	3 May 2017
Telephone number	020 7480 6396

Matilda Community Day Nursery registered in 1992. It is located in Wapping in the London Borough of Tower Hamlets. The nursery is open on Monday to Friday from 8am to 6pm and operates throughout the year. The nursery receives funding to provide free early education for children aged two, three and four years. The provider employs six members of staff. Of these, one holds early years professional status and the other members of staff hold early years qualifications at levels 2 or 3.

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