

Marian Mission Educational & Family Support Centre

1 Colchester Road, London E10 6HA



Inspection date	10 June 2019
Previous inspection date	12 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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 provider has high aspirations for ongoing development and has successfully acted upon all actions and recommendations set at the last inspection. The nursery now offers a quality early education for children of different ages.
- Children are confident and communicate their ideas clearly to others. For example, they negotiate maturely with one another about how best to organise their games.
- Staff plan an exciting range of activities for children to explore, and children show they are keen to join in. Staff take account of children's views and value their ideas.
- Parents speak highly of the staff at the nursery and their outreach support for families. Parents comment positively about how children learn new concepts and vocabulary from their time at the nursery.
- Staff know their key children well and reflect on children's knowledge to plan for their next stage in learning. All children make good progress and are well prepared for their move to school or for the future.
- Staff encourage children to gain independence skills and children enjoy carrying out small tasks and jobs. For example, they know where to access tidying up equipment and help to cut their own fruit at snack time.
- Newly implemented systems for assessment are still in their infancy and staff are still developing their confidence in using these systems to track children's progress over time, in even more detail.
- At times, organisation of group times does not take full account of younger children's need for uninterrupted play and self-directed learning.

What the setting needs to do to improve further

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

- further embed the newly implemented systems for assessment to track children's progress over time
- consider the organisation of some group activities to take appropriate account of younger children's need for uninterrupted play opportunities.

Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, staff observations and planning, and a range of policies and documentation, such as the suitability of staff and the setting's safeguarding procedures.

Inspector
Shana Laffy

Inspection findings

Effectiveness of leadership and management is good

The provider, who is also the manager, is passionate about her role and has worked tirelessly to raise the quality of the nursery over the last year. She offers coaching and continuous professional development opportunities to each member of her team, to upskill and support them in their role. Safeguarding is effective. All staff have a secure knowledge of how to keep children safe from harm and are regularly updated on all relevant safeguarding issues. The provider has implemented effective systems to monitor and evaluate their service. She values the importance of partnerships with others and ensures parents feel able to contribute to the wider nursery community. The provider also makes effective links with other professionals to ensure continuity of children's care. For example, she keeps in regular communication with neighbouring schools to aid transitions for children moving on to Reception. The provider has developed her understanding of comparing the progress made by groups of children and has used this successfully to ensure children are all achieving well for their age.

Quality of teaching, learning and assessment is good

Staff interact enthusiastically with children during child-initiated and adult-led activities. For example, staff join in as children explore sensory materials such as tea leaves and glitter in bowls. They use a range of appropriate questions to further develop children's understanding and extend their knowledge of the world around them. Staff support children to use their creative skills and imagination. For example, children enjoy making octopus models from a variety of materials, as they learn about creatures who live under the sea. Staff make regular and precise observations of children's skills and share these with parents. This supports parents' understanding of how their child is developing at the nursery. Staff promote older children's awareness of how sounds and letters correspond to one another, through a variety of well-planned play experiences.

Personal development, behaviour and welfare are good

Children develop strong, trusting bonds with the staff team, and the high adult-to-child ratios mean that children benefit from lots of individualised support. Staff take account of children's interests and support their well-being holistically. Children are encouraged to try things for themselves and learn to persevere at tasks, even when things are difficult. For example, when completing a puzzle or building a model. During activities staff offer praise, encourage children and value their efforts, which enhances children's self-esteem. Staff use regular risk assessments to keep children safe. Children have access to regular outdoor play and are encouraged to live a healthy lifestyle. For example, during mealtimes adults talk about healthy food and exercise.

Outcomes for children are good

Older children confidently sound out letters from their name and develop early literacy skills well. They show excellent control over mark-making tools. For example, they write notes and invites to their parents during play. Children demonstrate their grasp of mathematical vocabulary and show an understanding of time. For instance, they work out how for many minutes to reheat their pretend cakes in the play microwave. Children gain physical skills quickly and enjoy singing and joining in with action rhymes.

Setting details

Unique reference number	EY300294
Local authority	London Borough of Waltham Forest
Inspection number	10089415
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	36
Number of children on roll	7
Name of registered person	Marian Mission For the Poor
Registered person unique reference number	RP521898
Date of previous inspection	12 June 2018
Telephone number	07940143545

Marian Mission Educational & Family Support Centre registered in 2005. It is open each weekday from 8.30am until 8.30pm during school term time, and from 9am until 6pm during school holidays. A breakfast club is open each weekday from 7.30am until 8.20am, and an after-school club opens from 3.30pm until 8.30pm. A total of seven staff work in the setting, including the manager. All but two hold relevant childcare qualifications. The manager and two members of staff hold qualified teacher status.

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