

Inspection of Mapledene Childrens Centre

54 Mapledene Road, LONDON E8 3LE

Inspection date: 13 December 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are excited, enthusiastic and motivated learners. During activities, they concentrate very well and listen attentively to adults. Children articulate and express themselves extremely well. They constantly use their creativity and imagination. Children behave exceptionally well. They form close friendships with other children and respect different views and ideas. Older children learn to manage their feelings and swiftly adapt to significant events that occur, such as moving home and welcoming a new sibling. They confidently and willingly talk to others about their experiences and expectations. Children demonstrate extremely high levels of independence and confidence for their age. They take great pride in their achievements, proudly showing and talking about what they do. Children develop an increasing awareness of their own safety. For example, younger children carefully run at fast speed while kicking a ball, and older children safely manipulate different tools and equipment. All children, including those with special educational needs and/or disabilities (SEND), demonstrate high levels of curiosity and eagerness to play. Consequently, their positive attitudes and determination mean that they make excellent progress. Children show a secure readiness for school and the next stage of their learning. For example, older children develop excellent literacy skills and younger children demonstrate exceptional personal and emotional skills.

What does the early years setting do well and what does it need to do better?

- Leaders and staff know children and their families exceptionally well. They ensure activities meet children's needs, and provide them with the best care and education. Staff ensure the nursery environment is stimulating and interesting. They provide well-planned activities and resources for children to use to strengthen their development. For example, younger children show high levels of confidence and great excitement as they keenly explore different sensory materials. Staff's excellent interventions strengthen children's communication, language and thinking skills.
- Older children develop their literacy skills particularly well. The strong sequencing and delivery of stories enable children to have an excellent understanding; they are able to add their own endings and act out the stories confidently. Older children learn the sounds of letters, and they recognise and write their own name and small words successfully.
- Older children develop an excellent understanding of people, families and communities that are beyond their own. For example, they are aware of the structures of different families, and they consistently explore with small-world people and learn the reasons for cultural events.
- Children consistently demonstrate high levels of respect for others, as well as self-control and perseverance during challenging tasks. They play cooperatively

with other children, sharing their feelings and learning to become resilient. Children know the expectations of them. They are extremely kind, caring and helpful to others.

- Children with SEND receive excellent support from staff and other professionals. This helps to close initial gaps in their learning and development. Older children, including those with SEND, demonstrate excellent confidence, memory and speaking skills, for instance as they act out and recite their lines during the nursery's Christmas show.
- Staff work extensively with other professionals, such as the health visitor and speech and language therapists. Staff develop excellent links with staff at local schools as children approach the move to school. This supports children's successful transition to school, for example through discussion and staff preparing children for their new environment.
- Extremely strong partnerships with parents contribute to successful outcomes for children. For example, the nursery has an advisory parent committee to ensure consistent and positive relationships between parents and staff. Parents receive suggestions for play ideas to continue at home; they join activities and events at the nursery, and regularly take books home to extend children's learning. Parents are very complimentary about how well informed they are and the care and education their children receive.
- Leaders and managers aim for and sustain high aspirations. As a result, children achieve highly. Evaluation and reflecting on the effectiveness of the practice are embedded, and used to monitor and assess children's progress. Staff personal supervision is highly effective, and leads to consistent and targeted professional development. This results in staff increasing their qualifications, continually developing their knowledge and experience, sharing good practice and individual skills, and supporting each other.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a coherent and comprehensive understanding of their safeguarding responsibilities. They identify issues that may raise concerns, and they know the procedures to report this to relevant authorities, including the nursery's whistle blowing procedures should they have concerns regarding a colleague. Recruitment procedures are highly robust and effective to establish staff's qualifications, individual strengths and suitability to work with children. Staff complete regular and thorough health and safety checks to ensure children are safe. This includes risk assessing external venues and making recommendations so that the environment is safe for children. Staff make children aware of how to keep safe during their play and when using technology at home.

Setting details

Unique reference number	EY403363
Local authority	Hackney
Inspection number	10128488
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	60
Number of children on roll	84
Name of registered person	Queensbridge Primary School Governing Body
Registered person unique reference number	RP526366
Telephone number	0207 249 8139
Date of previous inspection	12 June 2014

Information about this early years setting

Mapledene Childrens Centre registered in 2009 and is managed by the governing body of Queensbridge Primary School. It is situated in the London Borough of Hackney. The setting operates Monday to Friday, from 8am until 6pm, all year round. There are 21 staff working directly with the children, all of whom hold appropriate early years qualifications at level 6 and level 3.

Information about this inspection

Inspector
Martina Mullings

Inspection activities

- A learning walk was undertaken by the inspector with the manager to discuss the organisation, aims and rationale for activities in the provision.
- The inspector observed the quality of teaching in playrooms and the outside play area, and conducted joint observations with the manager.
- The inspector held discussions with staff about their roles, and assessed their understanding of the requirements of the early years foundation stage.
- The inspector took account of children's and parents' views during the inspection.
- The inspector checked relevant documentation, including staff recruitment records, paediatric first-aid training certificates and records of attendance.

We carried out this inspection 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.

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