

Inspection of Maggie & Rose Nursery Islington

7-9 Esther Anne Place, London N1 1UL

Inspection date: 29 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the nursery. Staff ensure that resources are fully accessible to help children to make active choices about what they play with. Children have access to a shared outdoor space. Staff carefully choose equipment to maximise children's learning opportunities. Children visit local parks and playgrounds within walking distance of the nursery to extend their physical skills. Staff work closely with other agencies and parents to get additional support to help children with special educational needs and/or disabilities.

Children behave well throughout the day. They respond to instructions from staff when it is time to wash their hands and get ready for snack and mealtimes. Children share toys with their friends and play well together. They walk carefully in the nursery, and safely navigate stairs and corridors. Staff gather information about children from parents. They carry out regular observations of children when they play and share these with parents. Staff have high expectations for children. They plan interesting activities to help children to make good progress in their learning.

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

- Children enjoy story sessions with staff and can access books independently during the day. Staff plan experiences to extend children's understanding of the stories they have read. For example, children visit a greengrocer to buy fruit. Later, children search for these fruits in the book which they enjoyed at story time.
- Staff speak to children calmly and gently. They talk to children about their play and what they are doing. However, staff do not consistently introduce new vocabulary and extend children's responses using skilled questions. Furthermore, staff do not promote children's conversational skills during some routine times of the day.
- Children are eager to help throughout the day. At mealtimes, children in the pre-school room ask to help and are given tasks to do. They set the table and pour their drinks. Children beam with pride when staff praise their behaviour. This helps children to gain a sense of responsibility.
- Children confidently express themselves to their friends and the staff who care for them. Staff listen to children and help them to resolve any minor issues. For example, they support children to share toys or wait their turn.
- Children learn to dress, put on their shoes and look after their personal hygiene. Staff work in partnership with parents when it is time for children to learn to use the toilet. This supports children's growing independence and prepares them for their eventual move on to school.
- Children eat good-quality food from a nutritionally balanced menu. Children's allergies and dietary preferences are easily managed, and staff know children's

needs. Children take turns to serve themselves and staff encourage children to eat well. Mealtimes are sociable and relaxed.

- Staff in the baby room have completed training in caring for very young children. They have implemented their learning effectively in the baby room with support from a member of the leadership team. Staff support babies to access resources independently, sit together for snacks and mealtimes, and settle when it is time to sleep. This helps to maintain a calm environment where babies feel safe and secure.
- Staff say that they have opportunities to further their learning and development through a range of courses available to them. However, some staff, particularly newer members of the team, are not sure what professional development they need to undertake next, to enhance their practice and knowledge further.
- Parents say that they are satisfied with the care their children receive at nursery. They feel confident to discuss their child's needs with their child's key person. Parents comment that the introduction of a new noticeboard has further improved communication and access to information about the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about child protection and safeguarding issues. Most members of staff hold a valid first-aid certificate and all have completed safeguarding training. They know the signs and symptoms that might indicate a child is at risk of abuse. Staff know who to report to if they have any concerns about a child's welfare or if an allegation is made against a member of staff. Leaders have procedures in place to ensure that staff are suitable to work with children. Staff make sure that the premises are safe for children to play through regular risk assessment and improvements to the environment.

What does the setting need to do to improve?

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

- support staff to extend their teaching practice to make use of all opportunities to promote children's communication skills
- help all staff to access professional development opportunities to extend their knowledge and practice to a higher level.

Setting details

Unique reference number	2553562
Local authority	Islington
Inspection number	10218083
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	54
Name of registered person	Maggie and Rose (Chiswick) Limited
Registered person unique reference number	RP532432
Telephone number	07990605062
Date of previous inspection	11 November 2021

Information about this early years setting

Maggie & Rose Nursery Islington registered in 2019. It is located in the London Borough of Islington. The nursery is open each weekday from 7.30am to 6.30pm. It operates all year round, except for bank holidays. The provider offers funded early education to children aged three and four years. The provider employs 15 staff, of whom nine staff hold childcare qualifications ranging from level 3 to level 6.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to view all areas of the nursery and discuss the early years curriculum.
- The manager and the inspector carried out a joint observation of an adult-led activity and discussed how the curriculum is implemented.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers spoke to the inspector during the inspection and the inspector took account of their views.
- The manager provided relevant documentation on request for the inspector to look at.
- The inspector viewed relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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