

# Inspection of Margaret McMillan Nursery School

Hornsey Rise, London N19 3SF

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Inspection date: 5 December 2022

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

### **The provision is good**

Babies and toddlers develop secure relationships with staff, who welcome them warmly as they arrive at nursery. Children seek out familiar staff and receive reassurance and comfort throughout the day. Staff are attentive and responsive to children's emotional and care needs. Staff working with babies understand the importance of daily routines. Children are secure because they know what to expect with staff who talk to them and tell them what is happening next. Babies and toddlers are beginning to learn to take turns and share with each other. Staff intent is to teach children to respect one another and to play in cooperative ways. Staff are sensitive role models, and young children respond well because staff offer meaningful praise.

Staff have a good knowledge and understanding of child development. They observe children and assess their progress to enable them to swiftly recognise where children may need additional support. They work closely with outside professionals to ensure that children make the best progress and receive any help they may need to achieve this. Children make good progress across all areas of learning. They develop their large-muscle skills as they spend time outside every day. They are so keen to take part in the activities in the well-resourced outdoor area. They balance on crates and wheeled toys with confidence. They explore with enthusiasm and enjoyment as they communicate with visitors and staff.

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

- Staff understand the importance of being reflective in their practice. They seek feedback from other staff and professionals when evaluating the quality of the service they provide. They access a good range of training so that they can continue to develop their teaching skills. The headteacher and senior leadership team provide regular opportunities for feedback and to highlight areas for development. Recruitment and induction are thorough, with ongoing supervision and monitoring used to ensure staff suitability and professional development. Staff say that the headteacher is highly supportive and that they benefit from regular well-being meetings.
- The headteacher and staff work well together as an enthusiastic and dedicated team. They are committed to providing an inclusive environment where all children and their families are fully included. This means that all children receive the help they need to enable them to make good progress. The high levels of communication could be strengthened by making sure that key persons' communication with parents and other staff incorporates more fully aspects of children's interests, so they can be incorporated into the planning of the curriculum.
- Staff place a strong focus on developing children's communication and language,

including children who speak English as an additional language. They listen to children carefully, give them time to think and respond and teach them new words. They talk to children and ask questions to encourage their thinking skills. Children join in with simple songs and rhymes and turn the pages of their favourite books with enthusiasm. Staff sit with young babies on the floor to encourage their participation.

- Babies develop their sensory skills as they play with sponges and foam in an adult-directed activity. However, there is less opportunity for babies to play with sensory materials and activities in their self-chosen play.
- Children benefit from healthy snacks and meals, which they really enjoy. Staff promote children's independence well during mealtimes. Babies and toddlers join the older children and sit together during lunch. They really enjoy the social aspect, with staff encouraging conversations with other children and staff.
- Parents share positive feedback about the nursery. They fully appreciate the care and learning that their children receive. They say that their younger children and their older siblings have been very happy to attend. They comment that they can see how much their children are developing and learning with the supportive staff team. Information is shared with parents through daily feedback diaries and at parents' meetings, and they are encouraged to attend special events at the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

The headteacher and staff are clear about how to keep children safe. They are confident in fulfilling their responsibilities, including reporting and escalating any concerns to the relevant outside agencies. The headteacher ensures that all staff receive regular training and updates about child protection and safeguarding guidance. Staff make effective use of risk assessments to ensure that the premises are safe. The setting is secure, and staff complete regular fire drills. Vetting and recruitment processes are in place to ensure all adults are suitable to work with children.

## **What does the setting need to do to improve?**

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

- enhance further the availability of natural resources to provide more challenge and sensory interest for children
- continue to improve the existing good systems for communication to further enhance effective information sharing, particularly in relation to children's interests so they can be more easily incorporated into the curriculum.

## Setting details

<b>Unique reference number</b>	EY304482
<b>Local authority</b>	Islington
<b>Inspection number</b>	10233670
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	9
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Margaret McMillan Nursery School Governing Body
<b>Registered person unique reference number</b>	RP525437
<b>Telephone number</b>	020 7281 2745
<b>Date of previous inspection</b>	16 February 2017

## Information about this early years setting

Margaret McMillan Nursery School registered in 1990. It is situated in Hornsey Rise in the London Borough of Islington. The nursery opens each weekday, from 8am until 5.45pm, for 48 weeks of the year. The nursery is in receipt of funding for free nursery education for children aged two, three and four years. The headteacher and five other members of the team hold a Postgraduate Certificate in Education (PGCE), and 22 staff hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Catherine Greene

## 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.
- Parents spoke to the inspector and shared their views about the setting.
- The headteacher took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- The inspector held a meeting with the headteacher and deputy to discuss their leadership and management of the setting.
- The inspector observed staff interactions with children during their play together and spoke to staff at appropriate times.
- The inspector reviewed documents that were relevant to the inspection.

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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