

Inspection of MTO Nursery

MTO Nursery Limited, Unit 1-3, 44-54 Coleridge Road, London N8 8ED

Inspection date: 23 June 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children excitedly arrive at nursery and are warmly welcomed by friendly staff. They quickly settle and are eager to find out what activities are on offer. Children demonstrate they are comfortable and feel safe in this homely environment. They are motivated to learn and confidently choose an activity to engage with. Staff know children well and are sensitive to children's individual needs. Their positive and meaningful interactions enhance children's knowledge and skills as they play. For example, babies delight in exploring coloured foam using their senses and staff introduce key words, such as 'pop' and 'gone'. Babies giggle with staff as they pop and squeeze foam together.

Children benefit from various experiences in the wider community. For example, staff take children to visit the local fishmonger to greet the owner and learn about sea animals. Children know where the famous landmark, the clocktower, is and they tell visitors how 'big' it is using their whole-body expressions. Staff use the daily trips to the local area to help children to develop an understanding of their community and the wider world. Staff have high expectations of all children. They act as excellent role models. Staff gently remind children to take turns and encourage children to use their 'walking feet'. Children are kind and considerate towards each other and behave well. Children form strong friendships as they seek others out to share experiences with. For example, children work out how to operate a 'bee bot' and call others to see if it moves.

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

- The manager is committed to providing quality care and education for all children. She and her staff team identify the nursery's strengths and areas for development through self-evaluation. They make positive changes to improve the nursery even more. The manager genuinely values her staff's well-being and supports them in their roles. She understands the importance of monitoring staff's practice and supporting their professional development.
- Staff observe children closely and are aware of what they know, can do and what they need to learn next. They follow children's interests and plan activities to support their next steps in their development. Staff actively inform parents about their children's progress through daily feedback and online apps. As a result, parents are fully involved in their children's learning.
- All children make good progress, including children who require additional support. The manager and staff carefully consider the current cohort of children to make sure that the environment and routine meet their needs. Staff work with external agencies to support children when there are gaps in their learning, such as the local advisory teacher or the speech and language therapist.
- Staff put a daily routine in place, which helps children to build a sense of

belonging and security. For example, pre-school children respond well to tidy-up music. However, at times, transition times in the younger age group are not organised as effectively. This results in children wandering and not knowing what they are expected to do. At these times, children's behaviour can become more difficult for staff to manage.

- There are well-planned transitions to support children's move from home, room to room and on to school. Staff invest time to getting to know children and their families. Two-way communication encourages parents to share what they know about their children. Staff use children's initial assessments and collect information from parents to help them to meet the individual needs of children. This supports children to feel confident about their move to their next stage in learning. Staff keep in touch with the local schools and share children's key information, which makes children's moves even more enjoyable.
- Staff plan regular circle times as a part of children's daily routines. Children learn to share their thoughts and ideas, follow instructions, listen carefully and develop their focus. They enjoy listening to stories and singing rhymes with staff. However, some children wait too long before they can have a turn. This means that they become distracted and lose focus. As a result, some children do not fully benefit from the learning experiences.
- Parent partnerships are a particular strength of the nursery. Parents speak exceptionally highly of the staff team. They say they are extremely happy with the progress their children are making. Staff consistently share ideas and give advice to support children's further development and learning. Parents attend a language and communication session organised by the nursery, and they appreciate how helpful the information is. Parents describe the nursery as an 'extension of home'.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff regularly update their safeguarding knowledge. Staff are confident in recognising the possible signs that a child may be at risk of harm. They have good knowledge of what to do if they have concerns regarding a child's well-being. Staff are aware of a range of safeguarding issues, such as their responsibilities under the 'Prevent' duty. Recruitment procedures are effective in helping to ensure that staff are suitable for their roles. Staff are well deployed to make sure that children are supervised at all times. They thoroughly risk assess outings and teach children how to stay safe on roads.

What does the setting need to do to improve?

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

- review and implement clearer routines for younger children, particularly at

transition times

- enhance the organisation of group activities to develop children's attention and involvement to higher levels.

Setting details

Unique reference number	EY484135
Local authority	Haringey
Inspection number	10289054
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	1 to 4
Total number of places	48
Number of children on roll	79
Name of registered person	MTO Nursery Limited
Registered person unique reference number	RP907327
Telephone number	02083405522
Date of previous inspection	9 November 2017

Information about this early years setting

MTO Nursery registered in 2015. The nursery is situated in the London Borough of Haringey. It operates for most of the year, from 8am to 6pm, Monday to Friday. The nursery employs 13 members of staff, eight of whom hold relevant childcare qualifications at level 2 or level 3. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yuko Utsumi

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at 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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