



Margaret McMillan Nursery School

Inspection report for early years provision

Unique Reference Number	EY304482
Inspection date	10 January 2006
Inspector	Vivienne Rose
Setting Address	Hornsey Rise, London, N19 3SF
Telephone number	020 7281 2745
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Registered person	Margaret McMillan Nursery School
Type of inspection	Childcare
Type of care	Full day care, Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Margaret McMillan Nursery School opened in 1990. Their current registration commenced in 2004. It operates from a purpose built building. It is situated on Hornsey Rise in the London Borough of Islington. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 17:45 for 48 weeks of the year. All children share access to a secure outdoor play area.

There are currently 93 children aged from 0 to under 5 years on roll. Of these 67 receive funding for nursery education. Children come from a wide catchment area, as

most of their parents travel into work in and around the area. The nursery currently supports a number of children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs 30 staff. Twenty four of the staff, including the manager hold appropriate early years qualifications. None of the staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a good range of energetic play activities that contribute to a healthy lifestyle. They develop self-confidence in their physical skills as they use a wide range of indoor and outdoor equipment and resources. For example, when climbing, balancing, mixing and spreading the icing on biscuits.

Children learn the importance of good personal hygiene through well organised activities and routines. They wash their hands after using the toilet and before eating their snack and lunch. The children are protected from infection because the staff are well informed about children's health care matters and follow good routines when nappy changing and recording medication. However, the routines for nappy changing impacts on staff's ability to maintain the children's well-being and sense of belonging.

Most mandatory documentation is in place to ensure children's good health and welfare. Parents are informed when accidents occur. However, parents are not requested to sign an acknowledgment of accidents. The method used to record incidents does not maintain confidentiality. When raised at inspection the provider agreed to take action to rectify this.

Children benefit from a healthy diet. Older children enjoy a cafeteria style drink time. They confidently choose when they want a drink and help themselves to a healthy fruit or raw vegetables at meal time. Younger children are regularly offered drinks to ensure that none remain thirsty. The staff take account of the wishes of the parents who provide lunch for children under two years. However, staff need to reassess the preparation to ensure that children's well-being is assured.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, well maintained environment. The good organisation of the well maintained toys and equipment means that children can move around safely and freely. They independently access toys and resources from tables and trays and boxes at child height.

Children benefit from a good range of safety measures, for example, security when

entering the setting. Staff have good procedures for the arrival of children and this is safely monitored. Children learn about keeping safe when fire drills are carried out. They play in a fully secure outdoor play area which is regularly risk assessed.

Sensitive reminders from staff for example, about being "careful where you tread" help the children to understand about safety rules. Children increase their awareness of safety and their responsibility is developed when requests are made for them to pick up toys from the floor. There are clear procedures for outings which ensure the children's well-being.

Children are well protected from abuse or neglect. Staff have attended training and show a good understanding of the procedures to follow with any concerns. They are fully aware of the types of abuse to look for and recording procedures are given a priority within the setting. The head teacher of the nursery discusses child protection procedures with parents on entry into the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in good quality activities throughout the session. Younger children are confident in the setting and in their relationships with each other and the staff. They play happily with each other and are learning to take turns and respond to others as they use puzzles, games, and books and creative activities.

Staff have not as yet fully implemented the Birth to three matters programme but are hoping to do so in the near future to enhance the quality of play for the younger children. Children become confident communicators as they share ideas in their play, for example, when listening to, and discussing stories and in activities such as what is hidden in the box. They improve their communication skills in singing and musical activities.

Children make connections in their learning as they freely explore with sand, clay and different textures to help develop their senses.

Their use of a wide range of creative materials such as paint, pencils and markers, and well organised imaginative play areas encourage them to represent their experiences, feelings and ideas. However, the planning for activities for children under two- years lacks detail and does not fully demonstrate the variety of activities that are offered to support their developmental progress.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a good understanding about the wider world and community through celebrating festivals, and tasting food from a variety of cultures. Children have easy access to a wide range of play resources which show positive images of culture, ethnicity, gender and disability.

The individual needs of all children who attend are well met. The setting has effective arrangements to care for children with special educational needs. Children behave well and staff are caring and supportive. All children are included in the activities provided. Children begin to understand right from wrong and staff give clear boundaries and praise which is age appropriate. This encourages them to take turns and to share. Staffs' clear guidance, for instance, to listen, and to wait their turn at mealtimes helps children begin to accept the needs of others.

The good partnership with parents contributes towards the children's well-being and the consistency of care in the nursery. Staff consider the parents views regarding the children's needs and development. They seek their views before children start attending the setting, and on a regular basis throughout the year. Children benefit from parents' involvement in their learning. Good information exchanged through home to school diaries for the younger children which helps to promote the consistency of care. Communication through newsletters, daily chats and notice boards helps staff and parents work together to help children make progress.

There is clear well produced information for parents about how the children learn through play and the curriculum provided. Regular team newsletters update parents about projects and activities and changes within the setting. However, the present information available for parents lacks relevant details about the entire centre's procedure should a parent wish to make a complaint. When raised at inspection the provider agreed to take action to address this.

Organisation

The organisation is good.

The children's care is enhanced by the good quality of the organisation of the nursery. The premises are organised well. Indoor and outdoor space is laid out to maximise the children's play opportunities.

Most of the legally required documentation is in place and regularly reviewed. This contributes towards the children's health, safety and well-being. All staff are committed to continuous improvement and development. Staff training is provided and monitored to enable staff to regularly reflect, monitor and improve the quality of care for children. The team management structure enables staff to develop their skills and responsibilities which supports their personal development.

Staff observe and record information about children's developmental achievements and these systems are used effectively to plan for children's learning. However, the planning for younger children lacks detail. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

not applicable

Complaints since the last inspection

There have been no complaints since registration.

The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that accident and incidents are recorded confidentially and that parents sign an acknowledgment of accidents when they occur.
- develop staffs' knowledge and understanding of the Birth to Three matters programme to enhance the quality of care provided for younger children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk