

Margaret McMillan Nursery School

Hornsey Rise, London, N19 3SF

Inspection date

10/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children display wonderful independence skills as they confidently access their indoor and outdoor environments and staff enable them to make choices about where they want to play.
- Children are developing good speaking and listening skills as staff skilfully support children's growing confidence in expressing themselves in both adult-led and child-initiated play experiences.
- All children including babies demonstrate that they feel safe and secure. This is evident in the warm attachments that they have established with their key person.
- Partnerships with parents are a strength of the setting and parents say that staff keep them informed of all aspects of their children's care and learning as they have daily opportunities to speak with them.

It is not yet outstanding because

- Younger children do not always have access to appropriate seating when they are eating and engaging in tabletop activities to support their comfort and independence.
- The provider has not fully extended partnership working with local schools so that smooth transitions are fully embedded for all children moving on to school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden areas.
- The inspector and manager undertook a joint observation of a story time session.
- The inspector talked with staff and held meetings with the manager of the provision.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Margaret McMillan Nursery School registered in 1990. It is a local authority run provision. The nursery operates from purpose-built accommodation offering children open plan provision with access to five rooms overall. The youngest babies have their own play room and a designated garden area. All children have direct access to extensive outdoor play areas. The nursery is situated in Hornsey Rise in the London Borough of Islington. The nursery serves the local and wider community and is open each weekday from 8am to 5.45pm for 48 weeks of the year offering both full or part-time places. The nursery also offers wraparound care for children attending the attached nursery school.

The nursery is registered on the Early Years Register. The nursery gets funding for the provision of free early education to children aged two, three and four years. The nursery also offers provision for children in need. There are currently 153 children aged from nine months to under five years on roll. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are 21 members of permanent staff working with the children alongside two part-time students. The manager holds a Postgraduate Certificate in Education (PGCE) working with children aged three to eight years. The majority of all other staff holds relevant early years qualifications.

What the setting needs to do to improve further

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

- improve opportunities for younger children's independence and self-care by providing seating that allows their feet to be firmly on the floor
- strengthen partnerships with schools that children move on to, in order to support a continuous approach towards their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy an interesting and challenging range of play experiences, which help to support their progression across all seven areas of learning. The confident staff team demonstrate a good knowledge of child development and how to promote learning opportunities through play. They offer children a good balance of adult-led and child-initiated activities, which results in children being happy, busy and motivated to learn.

Staff maintain regular observations of children's achievements and particular interests; they then incorporate these into planning systems to promote further learning challenges for them. Staff have effectively implemented the required two-year-old progress check and have used this assessment tool to initiate additional support for children showing early signs of learning delay. There are good partnerships with parents and trained professionals to support children with special educational needs and/or disabilities. This helps to ensure that all children receive appropriate support to make progress in their learning given their starting points. Discussions with parents demonstrate that they are very happy with the progress their children have made and they speak highly of the nursery staff team. Children who speak English as an additional language are well supported as staff gather key words in their home languages. Parents comment how their children are making good progress in their acquisition of English and value how staff also support aspects of their home language in the setting.

The youngest babies enjoy exploring their surroundings independently. They love to play in their own small garden where they develop their physical skills. They learn to walk and climb as staff support them to access resources such as push along buggies, small cars and climbing apparatus. Older babies confidently make their wishes known as they are able to string three words together, such as 'baby on seat' to indicate to staff that they want the baby doll to join them on the swinging rocker. Staff use Makaton to sign with the youngest babies so that they are able to communicate whether, for example, they want more or they have finished their snack. However, babies do not always have access to appropriately sized chairs to support their comfort and independence during meals times and when engaging in tabletop activities. Older children also enjoy moving between their inviting outdoor and indoor environments. They love the climbing challenges in the garden and make good use of all the space they have to move around. They are confident to make choices about their play and to request specific activities that they want to pursue. For example, they politely request to have stories read to them when they are in the garden area. Staff use story time sessions well to promote children's listening skills and their communication through skilful questioning. One particular story links into a current topic around transport; children are very excited to share their own experiences of travel. They want to share with staff what colour their cars are and how many seats they have. Staff are good at allowing children to intervene and to respond to their arising questions.

Children are developing many valuable skills that will support their move on to school. For example, older children are beginning to draw and write with purpose. They are able to sit and concentrate and know how to cooperate with others. Children confidently take care of their own personal care needs as they visit the bathrooms independently and wash their hands at appropriate times of the day. Children display very good behaviour, which supports a positive attitude to learning. Older children are developing their problem solving skills through set activities and routines. For example, staff encourage children to match, count and arrange tables at lunch time to ensure that they have enough cutlery for their friends.

Children benefit from the successful partnerships that have been established with their parents. Parents demonstrate high levels of satisfaction with the nursery provision and with their children's key person. Parents comment how 'staff are wonderful and caring and

really know the children well. They are fully aware of children's skills and they know when to challenge them' and 'staff are focused on meeting the individual needs of the children, they are always willing to talk about children's progress and give guidance about how to support learning at home.' Parents also compliment staff on the exciting learning experiences available to children. For example, they say that children are very excited as they wait for the baby chicks to hatch from the eggs incubating in the main school nursery. Therefore, children have first hand experiences to learn about their natural world.

The contribution of the early years provision to the well-being of children

All children, including the youngest babies, have established secure emotional attachments with the staff. Babies enjoy cuddles when they are being bottle fed, and staff sensitively handle their personal care needs. For example, staff sing familiar nursery rhymes to babies as they change their nappies, so even personal care is seen as a positive and valuable learning experience. Staff supervise children well as they move with them between the indoor and outdoor environments. They spend time engaging with children as they follow their interests and support them in becoming active learners. Staff value and respect children's home languages and backgrounds within the nursery. For example, children learn about each other's differences through topic work and books and resources that promote diversity. Children are polite and respectful and they are able to share resources. Staff are on hand to reinforce positive behaviour as they are consistently kind and patient with the children.

Children are learning about risks and managing their own personal safety. For example, as they handle resources such as scissors with due care. They are able to ride cars and bicycles safely within their garden area and they manage climbing apparatus with growing confidence. Staff maintain a daily risk assessment of the environment and resources to help ensure that children are cared for in a safe and secure environment. The site manager also completes a more detailed risk assessment on all areas of the nursery and always where there has been a significant accident or where the nursery has purchased new outdoor equipment. These positive practices demonstrate that the nursery prioritises children's personal safety. Children enjoy physical exercise and understand why this is important to their good health. This is because staff plan topics and discussions around keeping healthy and eating well. Children have very good appetites they enjoy their wholesome meals and snacks, which are prepared on site. Staff are vigilant in observing what children are eating and share this information with parents.

Children are very independent and enjoy taking care of their own personal needs. For example, they are confident to discuss why they need to wash their hands at appropriate times of the day. They help themselves to water, which is always available and they are able to request more food or snacks when they are hungry. All children are confident to access their stimulating environments. Resources on the whole are of good quality and meet the needs of the range of the children who are attending. Children are well prepared for their transitions within the nursery. For example, when babies are ready to move on to the older rooms they have a gradual settling in period with regular visits accompanied by

their key person. Parents too are also involved as staff keep them informed and listen to their requests. There are also good transitions for older children moving on to the mainstream nursery, which is on site, as they follow similar procedures. However, partnerships with the local schools that children move on to are less embedded. The manager acknowledged that this is an area for further improvement to benefit the children's welfare and learning.

The effectiveness of the leadership and management of the early years provision

The leadership and management team have a good overview of the educational curriculum offered to children. They consistently work with staff to review their planning and assessment procedures and help to track children's progress. All staff have received guidance and training, which results in them having a good understanding of the learning and development requirements. Staff develop their professional knowledge and skills through ongoing training opportunities. The manager also provides regular supervision for staff so that they have opportunities to discuss and review their practices within the nursery. Staff value completing peer observations, which also helps them to review their own practices with children. The manager effectively deploys her staff team as she draws from their different skills to meet the needs of the children attending. For example, good use is made of the special educational needs coordinator (SENCO) who works across the whole provision to support individual children requiring additional support.

The safeguarding and welfare requirements of the Early Years Foundation Stage are effectively promoted as they are well understood by the managers and the staff team. Children have good opportunities to independently explore their surroundings as staff enable them to have free access to the indoor and outdoor learning environments. This inspection took place following notification of an accident when a child was playing outside on the decking area. The inspection found that the staff were fully aware of their responsibilities and followed guidance so that children received appropriate first aid treatment. The nursery notified parents and the relevant authorities of the significant event. Following the accident the manager, site manager and the surveyor involved in assessing risks within the nursery environment all completed a full risk assessment of the decking area. The manager held meetings with staff and the parents to discuss if there were any further steps to implement to keep children safe while playing in this area. The outcome was that the area is safe and that appropriate staff supervision was in place. The manager and staff are continuing to monitor this area as part of their ongoing safeguarding practices.

Children are safeguarded through the robust vetting and recruitment procedures in place to ensure that staff working with children have the experience, qualifications and skills to provide children with good quality care and education. Staff are aware of safeguarding policies and procedures and understand their responsibilities to monitor children's well-being and report concerns about their welfare.

The manager demonstrates a strong commitment to promoting high quality care and

learning opportunities for children. She has regular meetings with her staff and parents to review the quality of provision offered to children. There is a collaborative approach towards self-evaluation processes so that everyone has an opportunity to share their ideas about how to improve the nursery even further. This results in clear targets being set to drive improvement. For example, staff are continuously reviewing the environment to make sure it is accessible to all children. There is also a drive to train staff on their new responsibilities regarding equality. There is a good focus on staff development which contributes to the positive and harmonious atmosphere within the nursery. Parents speak highly of the nursery provision and the support that they receive. They say that staff are focused on the whole family and not just on the child which they say is really beneficial. These well-established partnerships fully contribute towards staff meeting the needs of children attending the nursery.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY304482
Local authority	Islington
Inspection number	915813
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	110
Name of provider	Margaret McMillan Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	020 7281 2745

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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