

# St. Marys Nursery

Inspection report for early years provision

---

**Unique reference number** EY255251  
**Inspection date** 26/09/2011  
**Inspector** Lynn Palumbo

**Setting address** Norman Road, East Ham, London, E6 6HN

**Telephone number** 0208586 2461

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St Mary's pre-school was registered in 2003. The pre-school operates from St Mary's Church Hall and is situated in Eastham in the London Borough of Newham. All children share access to a playroom and secure enclosed outdoor play area. The provision is open each weekday from 9am to 12pm and 1pm to 4pm, for 38 weeks of the year. The pre-school is registered on the Early Years Register to care for a maximum of 30 children at any one time. There are currently 42 children on roll within the early years age range and they attend different times of the week. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, all of whom hold appropriate early years professional qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff successfully promote most aspects of the Early Years Foundation Stage framework requirements within an inclusive environment. Children are making good progress in their learning and development. Their individual needs are met by the high quality provision and by the generally effective relationship with parents and other partnerships in their learning. Management and staff demonstrate a good awareness of their strengths and plans for improvement are well-targeted and likely to continue to improve outcomes for children.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 10/10/2011

To further improve the early years provision the registered person should:

- promote children's health by providing opportunities for children to access drinking water, when playing in the outside area

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

The manager ensures that competent recruitment and vetting procedures are followed to ensure staff are suitable to work with children. The manager and staff team are well-informed about child protection procedures and know how to make referrals. Children's safety is given due emphasis as robust risk assessments are completed. This ensures that staff keep the environment safe and secure. Overall, documentation relating to children's individual needs and care routines is effectively maintained. Although, parental permissions are in place for outings and photographs, consent to seek emergency medical treatment and advice for all children, is not in place. This may not ensure children receive care in the event of an emergency. This is also breach of the requirements of the Early Years Foundation Stage.

The management has established an enthusiastic, motivated and caring staff team. Staff are well-deployed throughout the nursery, ensuring ratio's are maintained. It is evident from their positive interactions with the children and parents they clearly enjoy their work. The play space is effectively organised to promote an accessible and stimulating range of experiences for children. Staff operate a free-flow environment whereby children can choose to move freely from the indoor to the outdoor play areas. They have a wide range of opportunities to make choices about their play as they access good quality toys and interesting activities.

Management and staff have a good understanding of the pre-schools strengths and weaknesses. They demonstrate the use of a wide range of rigorous monitoring methods to consistently drive improvements. This ensures that outcomes for children are continuously improving. In addition, the recommendations raised at the previous inspection have been successfully met.

Equality and diversity are efficiently promoted at the pre-school. The children and staff represent a wide range of cultures and everyone is treated with respect. Children's diverse cultural backgrounds are successfully celebrated through festivals, and parents are welcome to be involved. They explore cultural creativity, food and dance. Children are encouraged to access all toys and resources, regardless of their gender. This ensures children are learning about a diverse society. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as allergies and medical requirements.

The engagement of parents is good. Parents are informed about their children's learning and development through daily discussions, samples of their children's work and written observations are discussed. Parents are consulted on their views. A comments book is used to engage them in sharing their ideas about what they think the pre-school promotes, and areas for improvement. It is evident through discussions with parents and from their comments in the book, they are happy with the service provided. There are effective systems in place to link with local primary schools. This ensures a shared approach to managing children's transition

from pre-school.

## **The quality and standards of the early years provision and outcomes for children**

Children are settled and confident and are able to express their views well. The successful key person system ensures that all children feel secure, appear happy as they have their individual needs successfully met. The manager and staff effectively plan an exciting and challenging range of experiences for all children, both inside and outdoors. Children enthusiastically access the learning environment, where it is evident that they are confident, independent and active learners. During activities staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, during reading, children choose from a wide selection of good quality books and staff ask purposeful questions to help children think about the characters. Children become excited and also initiate their story reading sessions. This helps children to develop their thinking and imaginative skills. Staff are developing competent planning and observation systems which support them in planning learning experiences that focus on all children's individual interests. As a result, children are busy and engaged as they concentrate for extended periods within their play. Children have a wide range of resources to support them to develop problem solving skills. They count in sequence throughout their play, for example, when building, arranging crates into imaginative themes and enjoy piecing puzzles together. Children develop their early writing skills using a variety of resources. They begin to understand that their symbols carry meaning and pre-school children are writing letters of their name in preparation for primary school. Children explore messy play through sensory activities, such as, painting, mixing and feeling textures. They gain a good awareness of the world around them, when they enjoy looking for insects in their habitats, understanding what they may eat to survive. They also enjoy playing with animal figures during water play, comparing the features of their body's. Children also use a range of information and communication technology to learn problem solving, speaking and listening skills. This ensures they are developing skills for their future learning.

Children understand how to keep themselves safe from harm. They participate in regular fire evacuation practice and learn about road safety, when out in the community. Effective measures help children to adopt to a healthy lifestyle. For example, they enjoy very healthy nutritious snacks and meals, which meet their individual needs. Although, water is available for children to pour they are not able to access when playing outside. Children are encouraged to talk about the benefits of healthy eating. They say, 'I brush my teeth in the morning so my teeth stay healthy.' Children participate in a wide range of physical activities. For example, they regularly walk to local recreational areas and take part in daily exercises and dance routines. Children are confident in their self-care skills, developing independence as they confidently wash their hands and demonstrate a sense of pride in their own achievements. Children's behaviour is good and they have taken an active role in devising their 'behaviour book' which is established. Children are developing good skills that will positively contribute to their future economic well-

being, for example, they tidy toys away and respect the needs of others as they play together.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met