

Rachel McMillan Nursery School and Childrens Centre

Rachel McMillan Nursery School, McMillan Street, LONDON, SE8 3EH

Inspection date	29/04/2014
Previous inspection date	12/10/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make significant progress from their initial starting points as a result of the extensive opportunities available to them and the valuable support from staff. Their individual needs are clearly understood and planning of activities ensures a balance of child-initiated and adult-led activities.
- An extensive range of interesting, stimulating activities are available. The excellent access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- Leadership and management of the setting is excellent. The early years co-ordinator and the provider have a clear vision for the settings outstanding practice and parents are very well involved to provide consistency. There are consistent practices in place to monitor the provision to enable the children to progress exceptionally well.
- The early years co-ordinator and provider have ensured that staff have received comprehensive training to support fully their understanding of the setting's child protection policies and procedures. This helps to ensure that they effectively safeguard the children in their care.

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 activities in the main play room and the garden.
- The inspector spoke with staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents and inclusion records.
- The inspector looked at a selection of policies and procedures, including safeguarding and whistle blowing policies, and children's records.

Inspector

Rebecca Hurst

Full report

Information about the setting

Rachel McMillan Nursery School and Children's Centre has been an established nursery school for nearly 100 years and was set up by two early years pioneers, Rachel and Margaret McMillan. It was the first open-air nursery school to be established in England. Children are cared for in groups called shelters. The under three's section (Shelter 6) first opened in 2005 and is fully integrated within the Children's Centre.

The under three's (Shelter 6) is registered on the Early Years. There are currently 28 children on roll. Shelter 6, under three's, is open 48 weeks a year, 8am to 6pm. The Centre is situated in Deptford, on the border of Greenwich and Lewisham.

There are currently 11 members of staff working in Shelter 6. All staff hold NNEB or NVQ 3 childcare qualifications, one member of staff holds a NVQ level 6.

The Early Years Co-ordinator leads Shelter 6 and is a member of the Leadership Team of the whole centre. Rachel McMillan Nursery School and Children's Centre has a Governing Body, on behalf of Greenwich Local Authority. The Head teacher leads and manages the whole Centre in conjunction with the Governors and Leadership Team.

What the setting needs to do to improve further

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

- enhance children's curiosity in living objects by adapting activities to extend their learning further in learning more about them.

Inspection judgements

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

Children make highly significant progress with their learning and development. Staff provide a very high standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted exceptionally well because staff provide an extensive range of activities and experiences covering all areas of learning. This effectively supports children as activities are interesting and highly individualised to meet specific learning needs. Overall, children are prepared exceptionally well for the next step in their learning.

Staff support children's vocabulary skills exceptionally well. They work closely with the parents to obtain key words in the children's home languages so they can support their emerging language. Children enjoy close contact with staff, for instance, they look at books and respond well to interesting and challenging questions they ask them about the

pictures. Staff are highly effective in promoting children's early literacy skills. They encourage children to make marks and talk to them about what they are writing. They help children to hear the sounds of the letters in their names and encourage them to repeat them accurately to promote their emerging speech and language. Staff encourage the children to use their words when they need to ask for something and support them well in learning new words. This greatly supports children's self esteem and their confidence to express their needs.

Children's communication, social, emotional and personal development skills are supported extremely well. The early years co-ordinator and her staff are highly skilled in asking the children useful questions to get them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing. Children thoroughly enjoy exploring outside play and digging in the soil to find insects and bugs. Staff ask the children questions about snails they find and support them well in developing their vocabulary when responding to the staff. Children's imagination is developed when looking at the snails and seeing the patterns and their shells. However, at the time of the inspection children's curiosity of the snails was not fully extended to show how they can move and watching this through glass windows or plastic. Children were skilled in cutting up pieces of cucumber for the snails to eat. Staff talked to the children about how to use the knives safely and teach them how to cut it up. This greatly promotes the children's safety.

Children's personal and social development is greatly nurtured by the caring and supportive staff. All staff take time to settle the children into the setting and when they move rooms and help them to understand their feelings and how they can change. Children enjoy snuggling into staff when tired and needing some reassurance during play. All planning is individual for each child and takes into account their interests. This is successfully linked to the learning intentions used by staff to progress the children across the areas of learning.

Physical development is a high priority and is promoted exceptionally well in the indoor and extensive outdoor environments. The garden is extremely well resourced. Climbing apparatus provides opportunities for children to extend their climbing skills and work out how to get down the slide and use the tyre swings. Staff work closely with the younger children in the room to ensure they are able to explore the outside play areas and to enhance their physical development.

Older children listen well to instructions and thoroughly enjoy drawing roads in the concrete for their cars. They then extend this to draw around the children's feet. They thoroughly enjoy doing this and learn how to move their bodies in ways to reach the back of their feet. They work well together to problem solve how draw around staff's feet and to share the chalks. This greatly supports children's personal social skills in working together.

The excellent planning systems ensure a balance of child-initiated and adult-led activities. Parents are involved fully in the planning, discussing with staff what they have been doing at home and what the children are currently interested in. This information is used to plan fun and interesting activities for the children. Staff are fully aware of their role in completing the two year old progress check. They share the outcomes with parents to

demonstrate the areas staff are currently working on with the child to support their learning and development further.

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

Staff demonstrate an extremely positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff work closely with the children's support workers from other agencies to ensure they are fully meeting the children's individual needs. Staff regularly attend team around the children meetings to look at how multi agencies can work together to meet the children's individual needs and to progress them with their learning and development. Staff show a fully comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements.

A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

The setting has highly effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency. Children thrive in an environment where a high standard of hygiene practice is maintained. All children learn about good hygiene routines through washing their hands at appropriate times; for example, after messy play and before snack and meal times. Children can explain why they need to wash their hands and staff remind them after they have touched the snails to wash their hands. This promotes very well the children's well being.

Children enjoy valuable social experiences when eating together. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing high levels of control when eating. When children are eating staff talk to the about the number of knives and forks they have. This supports children's emerging mathematics skills well.

The well-stocked garden has resources that successfully promote and enhance the children's physical development. Climbing frames, slides, swings, tunnels and digging areas provide ample opportunities for them to explore and enhance their learning. Staff show children how they can use the tunnels and swings to enhance their physical development, such as crawling through the tunnels to experiment how their bodies move. They encourage children to use the climbing frame in different ways. Staff also make ticket machines to enhance children's play with the cars and bikes in the garden. Children work with the staff to open and close the barrier as the tickets are placed in to the machine. This promotes well the children's imagination and their problem solving.

Staff work closely with the parents to find out about the children's individual needs. These are then used successfully to settle them into the setting. All staff are highly consistent in their approach to behaviour management. Clear and concise boundaries are taught well to the children and they fully understand them. The setting also works closely with the local authority to provide support for the staff in dealing with children who have behaviour issues. They set goals and meet regularly with parents and the agencies caring for the children to ensure they are meeting all their individual needs. Excellent strategies are in place to teach the children how to work together. Given the children's ages and stage of development they are all exceptionally well behaved.

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

Leadership and management of the setting is very strong. The early years co-ordinator and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are in place, for example for whistle blowing any concerns and notifying other agencies of concerns. These are regularly updated to reflect changes in legislation and to clearly underpin the setting's practice.

The governing body meets regularly with the head teacher and early years co-ordinator to set realistic workable targets for them to work towards. They also review the data on the children's progress to make sure that all children are making significant progress with their learning and development. Self evaluation is rigorous and clearly shows the setting's key strengths and the areas they are currently working on. The parents share their views on the setting and the early years co-ordinator gathers the views of the children to shape the service that is provided. As a result the service is highly responsive to its users.

The head teacher and deputy head regularly carry out staff supervisions and appraisals. They will look at the staff training needs to enhance how the provision is run and the quality of the activities that are on offer. The head teacher and deputy regularly monitor the provision to make sure that the children are progressing and that all assessments are carried out and up to date.

All staff have a very strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by all staff. Robust risk assessments are in place for both the setting and for all outings the children undertake. Children are extremely well supervised across all areas of the setting and when on outings.

Staff work closely in partnership with the parents. Parents regularly share with the staff what they have been doing at home which is used very successfully by them to enhance

the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Staff also work extremely closely with the other agencies caring for the children to set care plans for individual children's health and well being. Staff work with the outside agencies, attending regular meetings with them and the families. They look at the targets set to support the children with their learning and development and how these can be implemented in the setting to further enhance the children's welfare. Staff support the parents with new strategies to promote the children's learning and development at home. This provides excellent continuity of care.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY298210
Local authority	Greenwich
Inspection number	966099
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	32
Name of provider	Greenwich Education Authority
Date of previous inspection	12/10/2011
Telephone number	020 8692 4041

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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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