

# Lanterns Nursery

Unit D, Great Eastern Enterprise Centre, 3 Millharbour, LONDON, E14 9XP

<b>Inspection date</b>	19/05/2014
Previous inspection date	11/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Very young babies are happy and secure and their needs are met because staff are proactive in supporting them effectively.
- Good quality resources are available in all the playrooms and used effectively by staff to help children progress and develop in all areas of their learning.
- Staff organise lunchtime well, enabling children to socialise and enjoy mealtimes.
- The space available to children in the nursery allows them to fully explore play and learning.

### It is not yet outstanding because

- There are no regular opportunities to enable parents to give non-verbal feedback about the service they receive, such as parental questionnaires.
- Dance sessions for the younger children are not always well organised to enhance their physical development.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and the staff's interaction with them.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.
- The inspector looked at equipment and premises.

## Inspector

Caroline Preston

## Full report

### Information about the setting

Lanterns Nursery registered in 1995 and transferred to its new premises in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery and operates from a converted building in the docklands area, in the London Borough of Tower Hamlets. Access to the building is at ground level and children have the use of several rooms on the ground floor, including four large base rooms. The children have access to a dance studio, music room and an arts workshop. Children share access to an indoor soft play area and a secure outdoor play area. The nursery is open from 8am until 6.15pm every weekday for 50 weeks of the year. There are currently 104 children on roll in the early years age range. The nursery provides funded early years education for three-year-olds. The nursery employs 35 members of childcare staff, all of whom hold appropriate early years qualifications. The manager has achieved the Early Years Professional Status. Staff support children who have special educational needs and/or disabilities and those who speak English as an additional language.

### What the setting needs to do to improve further

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

- provide more opportunities for music and movement sessions so that children are able to express themselves fully in a more controlled manner
- enhance the links with parents by providing regular opportunities for them to give non-verbal feedback about the service they receive.

### Inspection judgements

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

Staff provide children with a good range of learning opportunities to help them make good progress and prepare them well for school. Staff carry out observations and assessments when children first start, working closely with parents. This enables staff to identify children's starting points. Staff promote children's communication and language development because they interact with them, model language and provide clear explanations. This builds children's confidence and eagerness to play and learn. Young babies enjoy exploring the well-resourced playroom. They move eagerly towards the toys and staff support them by sitting with them and encouraging them. Young babies experiment with and explore the varied objects in the treasure basket, which helps them develop their senses. Staff encourage the youngest children to mould with sand and spend time playing alongside other young babies. This promotes babies' social, emotional and

physical development as they become familiar with each other.

Older children enjoy using the different play areas, which reflect the seven areas of learning. For example, staff encourage children's literacy development in the book area. Children develop their imaginations and physical skills in the role play area and construction area. Staff are deployed effectively around the playroom to extend and support children's play and learning. Staff provide different learning experiences across different playrooms. For example, older children spend time in the spacious soft play room each day. This offers good opportunities for children to develop their co-ordination and challenge them physically. Here, they enjoy running, climbing and balancing in safety, because the room is equipped with soft play mats. Staff teach children to be creative in the large arts and crafts play. Children mould and make shapes with playdough, paint, draw, stick and glue. Children enjoy time in the dance studio. They listen to music, and dance. However, staff do not always organise the sessions effectively so that children can learn about dance and movement.

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

Staff have good relationships with children. The key-person system works well so that young children and babies feel secure and are confident. Staff are good role models they treat each other, children and parents respectfully. They do not raise their voices when speaking to children or each other and teach children appropriate boundaries of behaviour. Therefore, children behave well. Staff call children by their first names treat them gently, guiding them sensitively if necessary. Staff work with parents and put in place appropriate behaviour agreements for specific developmental behaviours, such as biting.

Children learn about diversity and differences through play resources and celebrations of festivals and develop positive attitudes towards each other. Staff offer children healthy, nutritious meals, which help them to begin to understand about healthy lifestyles. Staff organise lunchtimes well, so that children enjoy a sociable pleasurable experience. Children eat in a relaxed manner and make choices about their food.

Children enjoy daily outdoor exercise and fresh air as well as time in the dance studio and soft play room. Staff support children's sleep time routines by providing a calm, relaxed atmosphere, so that children who wish to rest are comforted by staff until they fall asleep. Individual sheets and blankets are used appropriately to keep children comfortable and warm while they sleep. Staff help children to understand the importance of hygiene routines. For example, staff encourage children to wash their hands before eating and after using the toilet. Staff ensure that nappy changing routines are carried out smoothly. Children are changed one by one and kept safe as they are well supervised. Staff use clean changing mats and wear gloves to ensure good hygiene practices.

The nursery is well resourced to meet the educational needs of the children who attend. Children have plenty of space to move freely and explore the nursery environment safely,

which helps children to move on to their next stage of learning.

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

Leadership and management of the setting is good. The management team work well to support children, staff and parents. In each playroom, there is a senior staff member and deputy staff member to observe and monitor staff practice and the educational programme.

Staff have effective opportunities to progress their professional development through further training, supervisions and appraisals. All staff are suitably vetted before working with children and staff are knowledgeable about safeguarding issues. This means they are confident in identifying any concerns about staff or children and reporting them to the safeguarding officer and if needed the Local Safeguarding Board. Staff carry out detailed risk assessments so that all areas of the nursery are free from hazards so children are kept safe.

The management team effectively review their practice to ensure they continually progress. For example, by offering staff higher level training opportunities. Strong partnership with parents means that parents are fully informed about their child's progress. Parents have opportunities to speak to staff daily about any issues. However, some miss the opportunity to give non-verbal feedback through the parent questionnaires that have been used in the past. Staff are aware of the importance of working with external agencies to support children if needed.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY372099
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	974739
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	104
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Lanterns Schools Limited
<b>Date of previous inspection</b>	11/02/2014
<b>Telephone number</b>	02073 630951

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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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