

# Hope Immaculate Nursery

Rents & Enforcement Unit, 25 Moorey Close, Stratford, London, E15 3JP



## Inspection date

18 August 2015

## Previous inspection date

30 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children enjoy their time in the nursery. They are excited by the wide selection of activities, projects and outings and keen to take part.
- Staff listen carefully to children to discover their interests. Children feel valued and their self-confidence grows. Staff incorporate their ideas, such as growing plants or playing football, into activity plans.
- Children form highly positive relationships with staff and each other. Babies are content and relaxed. Older children treat toddlers with kindness and consideration, for example when they share breakfast time together and they follow the good example set by staff.
- All children make good progress from their starting points. Older children have the social and practical skills that prepare them well for moving on to school.
- The provider and manager have taken action on all points for improvement raised at the last inspection to make sure children are safe and well cared for.

### It is not yet outstanding because:

- The refurbishment of the outdoor area, to enhance teaching and learning, has not been completed as planned. After a long break the damaged boundary wall has been made safe. Children are enjoying regular use of the outdoor space once more. However, improved resources are not all in place and it is too soon to see the impact on children's learning and development.
- The nursery's programme of professional development is not tailored to individual roles. Staff and managers, including the provider, have not had specific training to enhance their individual role or expertise further.

## What the setting needs to do to improve further

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

- complete the planned improvements to the outdoor learning environment promptly to support further development of teaching and learning
- ensure the programme for professional development is tailored to specific roles and includes opportunities for all staff, leaders and managers, including the provider, to expand their expertise further.

## Inspection activities

- The inspector observed activities both indoors and on an outing and spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector held discussions with the manager and an operational manager representing the provider.
- The inspector spoke with parents and took into account their written feedback to the nursery.

## Inspector

Christine Davies HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Clean, bright and well-resourced spaces inside are organised expertly under the guidance of the manager. Children mix socially and access a broad range of activities. Children, including those who speak English as an additional language, become confident talkers while they eagerly help to plan visits and suggest games to play outside. Older children enthusiastically draw and try out their own writing when they return from an outing to the cinema. Children count, make patterns and use colour names accurately while they creatively mix play dough with paint. Displays of children's work help them recall what they know and build on their learning. Children use cameras, musical keyboards and other forms of technology competently from an early age. Babies move objects around in safety, as they please. They have access to sand, water and materials to explore using all their senses. Staff respond with delight and praise when children show new skills, for example, when toddlers climb adventurously on low surfaces arranged for them.

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

The key person system works well to promote continuity of care as parents' views are taken into account in assessments and planning. Staff and parents communicate closely through daily handover diaries and parents contribute regularly to their children's 'learning journals'. Staff liaise closely with schools for children who attend part time and support transition into school exceptionally well. Children gain good independence skills. They help themselves from a healthy selection of food, which children praise as 'delicious'. Older children take pride in helping when they make sure younger ones can reach yoghurts and cutlery. Staff know who to contact if they have any concerns about a child's safety or development. While the outdoor space was unavoidably out of use, staff maintained safety and an active programme well, including frequent trips to parks and physically active games indoors.

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

The provider and manager have developed a welcoming learning environment within the nursery. Planned improvements to the outdoor area were interrupted and are now in hand, but behind schedule. The manager uses her training and experience to lead the team with passion and skill. She implements a rolling programme to revise all forms, policies and procedures. As a result, day-to-day management is highly effective. With comprehensive induction and regular monitoring and supervision in place, the manager ensures the practice is good. The nursery has established helpful communication with health professionals and schools, ensuring children with identified needs get prompt support. Safe recruitment procedures and a development plan keep essential skills, such as safeguarding and paediatric first aid, up to date. The provider is developing his knowledge through a general qualification in early years practice. However, the programme of professional development is not sharply focussed on specific areas of expertise needed for each member of staff, leaders or managers.

## Setting details

<b>Unique reference number</b>	EY434061
<b>Local authority</b>	Newham
<b>Inspection number</b>	1021885
<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>	70
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Elijah Rotimi Oloye
<b>Date of previous inspection</b>	30 September 2014
<b>Telephone number</b>	0207 9983600

Hope Immaculate Nursery registered in 2011 and is managed by a private individual. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are three main play and care areas inside and an enclosed outdoor area. The setting operates Monday to Friday, from 7.30am to 6.30pm, for 51 weeks a year. The setting also provides after-school care from 3.30pm to 6.30pm, and a holiday play scheme from 7.30am to 6.30pm. There are currently 19 children on roll in the early years age range. The setting employs seven members of staff, including the provider and manager; of these, six hold appropriate qualifications, and the provider is working towards a recognised early years qualification.

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