

Matchbox Day Nursery

1-2 Butler House, Burdett Road, London, E14 7AB



Inspection date

1 August 2017

Previous inspection date

28 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are highly qualified and experienced. They promote children's learning well through play. On occasion, teaching practice is excellent. This contributes to the good outcomes children achieve from their starting points.
- The experienced management team is dedicated and enthusiastic. The staff team demonstrates good teamwork and shares the vision of the management. Staff know the children and their families well and have them at the heart of everything they do.
- Partnerships with parents are effective. Parents are fully involved in their children's learning and development. They say that the staff know their children extremely well and there is a relaxed, homely and caring atmosphere in the nursery.
- Staff develop strong partnerships with other professionals, particularly to support children who have special educational needs. This helps to ensure that children's care and educational needs are supported well.
- Staff manage children's move from one room to another effectively throughout the nursery. They support them well to settle gradually and build their confidence to manage the changes and prepare for the eventual move on to school.

It is not yet outstanding because:

- Managers have not embedded plans to track the progress of the different groups of children to help tailor the curriculum and teaching if required.
- Staff do not consistently maintain the learning environment effectively to ensure activities and resources continue to be inviting to engage children's interest. On occasion, children lose focus.

What the setting needs to do to improve further

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

- embed the arrangements to monitor the progress of different groups of children to quickly identify any less obvious gaps in their learning and tailor teaching to help them catch up if needed
- support staff to recognise when to replenish and replace activities and resources to maintain children's interest and enable them to sustain their focus.

Inspection activities

- The inspector observed staff's interactions with children during a range of activities, indoors and outdoors.
- The inspector spoke with the manager, staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The provider, manager and staff have a good understanding and knowledge to help them to recognise and report any child protection concerns. Leaders have a strong commitment to staff's professional development. Staff are encouraged to improve their qualifications and attend training that increases their skills. For example, a very high number of staff have completed training at levels 4 and 5 and one has achieved early years teacher status. Leaders say they have noticed an improvement in the confidence, teaching and learning of the staff. For example, children are more likely to solve their own disputes and are more confident to take considered risks. The management team uses self-evaluation systems well to help identify strengths and areas for improvement. For example, it has recently fully reviewed the learning environment for children and identified areas for development.

Quality of teaching, learning and assessment is good

Children are confident speakers and staff develop their vocabulary well. For instance, they model the correct pronunciation to children to improve their understanding of letters and the sounds they represent. Staff complete thorough assessments of children's development and have a clear picture of their individual progress. They make effective use of assessments to plan activities based on children's next steps in learning. At times, teaching is excellent. For example, all children learn to use sign language and are encouraged and enabled to be exceedingly independent.

Personal development, behaviour and welfare are good

Staff closely supervise children as they access the well-resourced and challenging outdoor play areas. Children take manageable risks in their play. For example, they climb on high platforms and independently jump off, taking pride in their physical skills. The nursery is in the heart of the community. The manager is proactive in joining with local events, and the staff fully represent those in the community. The extremely caring staff provide good support to children's social and emotional development. They listen to children with sensitivity and help them to recognise and understand their feelings and those of others. Children behave very well. Children enjoy healthy meals together and learn to manage everyday tasks independently. For example, children serve their own food and prepare their own snacks and younger children learn to feed themselves.

Outcomes for children are good

Children are very happy at this warm and caring nursery. All children, considering their starting points, gain the knowledge and skills that prepare them well for their next stage of learning and for starting school. Children are keen to investigate and join in with activities, such as making boats out of silver foil and 'floating' them on the play dough and flour. Older children join in with stories, repeating familiar refrains and predicting rhymes. Younger children delight in taking part in exciting and enjoyable songs and stories with their friends and the staff. They laugh out loud and roll around giggling.

Setting details

Unique reference number	EY265143
Local authority	Tower Hamlets
Inspection number	1070534
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	98
Number of children on roll	91
Name of registered person	Matchbox Day Nursery Ltd
Registered person unique reference number	RP521515
Date of previous inspection	28 August 2014
Telephone number	020 7987 6296

Matchbox Day Nursery registered in 2003. It is situated in Poplar in the London Borough of Tower Hamlets. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The provider receives funding to provide free early education for children aged two, three and four years. The provider employs 38 staff. All the staff hold appropriate early years qualifications. Three staff members hold early years professional status.

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