

Lanterns Nursery

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



Inspection date

28 June 2018

Previous inspection date

19 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although the manager and staff have a secure overview of their safeguarding roles and responsibilities, they are not completely clear about all reporting procedures to ensure any concerns are referred to the most appropriate agency first.
- The quality of teaching is inconsistent. Some staff do not have a good level of knowledge and skills to effectively challenge children's learning. This means not all children are as prepared for their next stage of learning as they could be.
- Staff do not always work in close partnership with some parents and the outside professionals involved in their children's lives to ensure that the support provided to help to close any gaps in children's development is consistent.
- Although the manager regularly coaches and supervises staff and evaluates the provision, her systems have not yet been fully successful in addressing some key weaknesses to raise the overall quality of the provision.

It has the following strengths

- Children enjoy attending. Staff are encouraging and frequently praise children. This builds children's self-esteem and confidence.
- Staff plan a breadth of fun activities in the well-equipped and interesting learning environment. Children are motivated, confident and curious learners.
- There is a strong focus on encouraging parents to participate in activities and events within the nursery.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ update knowledge and understanding of the most relevant safeguarding reporting procedures to ensure any concerns about children's welfare are referred firstly to the most appropriate agency	29/06/2018
■ provide more effective supervision and coaching for staff to improve the overall quality of teaching.	29/06/2018

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

- develop stronger links with harder to engage parents and the professionals involved in their children's lives, so there is a more joined-up approach to promoting children's good development
- develop self-evaluation arrangements further to identify and address key weaknesses and improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documents, including evidence of staff suitability checks and children's assessment records.

Inspector

Amy Mckenzie

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff know and understand the signs that would raise their concerns about children's welfare. Overall, they show appropriate knowledge of ways to report safeguarding issues. However, the manager and staff do not fully understand the procedures to follow in regard to which agency they should primarily refer any concerns. There is no impact for children's welfare as staff do understand how to gain advice and support to ensure they are signposted to the most appropriate agency to report any concerns. Appropriate procedures for recruiting new staff are in place to ensure they are suitable to work with children. Although the manager regularly evaluates the provision, observes staff's practice and delivers opportunities for continued professional development, her systems are not yet sufficiently robust to fully address the inconsistencies in the quality of teaching and some staff's personal effectiveness.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Some staff are not fully skilled in extending children's learning and some do not always offer appropriate levels of challenge. Despite this, interactions between staff and children are warm and encouraging. Staff plan a wide range of fun activities. For example, babies enjoy listening to stories. They also develop their language skills during singing activities. Other children enjoy painting and exploring their senses, for example, when participating in creative activities in the art studio. Staff regularly share children's progress with parents. However, they are not always as successful in working in close partnership with parents that are more reluctant to engage. In addition, staff do not always work as closely as they could with outside professionals involved with these families to fully target children's individual learning needs.

Personal development, behaviour and welfare require improvement

Weaknesses in some aspects of teaching mean that children do not make as much progress as possible in developing their personal and social skills. For example, not all staff recognise the importance of supporting children to be independent and to make decisions for themselves. However, staff gain information about children's routines and interests from parents when they join to positively help children to settle with ease. Staff clearly explain to children how to stay safe and children are polite and behave well. Staff promote healthy lifestyles effectively, for example, staff speak to children about healthy food choices and develop their physical skills when playing in the garden.

Outcomes for children require improvement

Most children make sufficient progress from their starting points and develop some of the key skills they need for school. However, some are not fully challenged to achieve their full capabilities. Nevertheless, children are keen learners and have a positive approach towards new experiences. For example, younger children like practising their pre-writing skills with chalks and older children like developing their imagination and creativity, for example, when playing with construction resources.

Setting details

Unique reference number	EY372099
Local authority	Tower Hamlets
Inspection number	1068872
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	105
Number of children on roll	100
Name of registered person	Lanterns Schools Ltd
Registered person unique reference number	RP902248
Date of previous inspection	19 May 2014
Telephone number	02073 630951

Lanterns Nursery registered in 1995 and transferred to its new premises in 2008. The nursery is open from 8am until 6.15pm every weekday for 50 weeks of the year. The nursery provides funded early years education for three-year-old children. The nursery employs 22 members of childcare staff, all of whom hold appropriate early years qualifications up to level 3. The manager has achieved an early years degree and early years professional status.

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