

Barkantine Community Nursery

105a Mellish Street, Isle of Dogs, London E14 8PR



Inspection date	7 August 2018
Previous inspection date	3 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff and parents work effectively in partnership to meet the children's needs. Staff regularly share information about children's progress with parents, who are very happy with the provision.
- Children are well behaved. They follow good hygiene routines and enjoy healthy snacks and meals which help to promote their good health.
- Staff and managers support children's learning and development well, overall. They use assessments of children's development effectively, to track progress and plan for their future learning needs. As a result, all children make good progress.
- Children are enthusiastic and happily engage in a variety of play and activities in the nursery. Staff help support children's communication skills well, such as encouraging them to sing rhymes, to help support their language development.
- Staff are caring and affectionate towards children, who are confident, secure and independent. They are sensitive to children's needs and support their emotional well-being effectively.

It is not yet outstanding because:

- At times, staff overlook opportunities to extend children's mathematical knowledge further during everyday experiences.
- Improve opportunities for children to strengthen their understanding of their own lives and those of others in their community.

What the setting needs to do to improve further

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

- at times, staff overlook opportunities to extend children's mathematical knowledge further during everyday experiences
- provide children with opportunities to strengthen their understanding of their own lives and those of others in their community.

Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke with staff and children at appropriate times throughout the day.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at children's records and observation, assessment and planning documents.
- The inspector completed joint observations with a senior leader.

Inspector

Yasmin Nijabat

Inspection findings

Effectiveness of leadership and management is good

Staff knowledge of safeguarding is particularly strong. Safeguarding is effective. Staff are alert to signs that a child may be at risk of extreme views and behaviours. The manager follows rigorous recruitment procedures to ensure all staff have completed robust suitability checks and are suitably qualified to work with children. The manager holds regular supervisory meetings with staff and identifies ways to help support their professional development and improve teaching. Leaders have effective methods for self-evaluation. They reflect accurately on the strengths and areas for further development. This supports them successfully to meet the needs of all children.

Quality of teaching, learning and assessment is good

Settling-in procedures are effective and children settle very quickly. For example, staff gather information from parents about what children can do and what their interests are prior to them starting. Teaching is good in supporting children's communication and language development, including for children who speak English as an additional language. Children play in an inviting, friendly environment with a range of age-appropriate resources. They enjoy sensory experiences, including play with baskets of wooden natural resources. Younger children develop control of their movements during dance and singing time well. They enjoy swaying their bodies, stretch their arms in the air and giggle as they attempt to sing action and number songs.

Personal development, behaviour and welfare are good

All children make good progress from their individual starting points. Children demonstrate good manners and they behave well. They follow instructions and have good social skills which help them to interact well with others and make friends. Staff speak to children sensitively to encourage consistently good behaviour. Children listen to others, take turns and share resources happily. Children develop good levels of independence. Staff teach children the importance of healthy lifestyles. All children enjoy the range of activities that takes place outside of the nursery, such as walks by the river, and trips to the park, farm and forest school.

Outcomes for children are good

Children are confident and develop their growing self-esteem well. Older children independently select equipment they need and learn to do things for themselves. Young children form secure attachments with their key worker and are happy to interact with other children and adults. They sit, climb and run about confidently, exploring a range of sensory toys. All children have good levels of independence and self-care skills. They develop good physical skills in preparation for starting school.

Setting details

Unique reference number	EY288508
Local authority	Tower Hamlets
Inspection number	10060110
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 5
Total number of places	52
Number of children on roll	63
Name of registered person	Barkantine Community Nursery
Registered person unique reference number	RP524662
Date of previous inspection	3 October 2012
Telephone number	020 7538 8487

Barkantine Community Nursery registered in 2004 and is located on the Isle of Dogs in the London Borough of Tower Hamlets. The setting operates each weekday from 8am to 6pm, all year round, except bank holidays and Christmas periods. It receives funding to provide free early education for children aged two, three and four years. The setting employs 22 members of staff, all of whom have relevant qualifications. The manager and two other members of staff hold early years professional status or early years teacher status.

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