

# Lanterns Nursery

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



<b>Inspection date</b>	30 January 2019
Previous inspection date	28 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- The manager has addressed the actions and recommendations from the previous inspection well. For example, the manager and staff have strengthened their relationships with parents and other professionals to ensure children receive a positive learning experience at the setting and at home.
- Staff plan a wide range of exciting opportunities for children to enjoy and to help them make good progress. The manager ensures that staff are deployed effectively to provide ongoing supervision, support and reassurance to children during their play.
- Children appear happy and motivated to learn. They show interest in the activities and resources accessible to them, in order to support their development. For example, children explore in the soft-play area and they display good balance, mobility and coordination.
- The manager ensures that staff have a clear understanding of their responsibilities and the daily routines, policies and procedures to ensure a smooth day-to-day running of the setting that meets individual children's interests and needs.
- Staff miss some opportunities to strengthen further children's speech and language development. For example, they do not consistently use skilful questioning to support them to form sentences and to learn new words.
- The manager does not have a system to monitor groups of children's progress, in order to swiftly identify and close any patterns of gaps in children's development.

## What the setting needs to do to improve further

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

- make better use of opportunities to extend children's speaking skills and to increase their vocabulary even further
- devise an effective system to track groups of children's progress to promptly identify and close any gaps that may occur in their development.

### Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager and coordinator during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the coordinator.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is good

The manager is passionate about her work with children and she works closely with the staff team to improve the quality of service that they offer to children and their parents. The manager welcomes regular feedback and support from the local authority early years coordinator to review and update the setting's policies and procedures, and she informs parents and staff of any changes for them to know the expectations of them. Safeguarding is effective. The manager ensures that staff attend safeguarding training and they have a secure understanding of child protection issues. Staff are familiar with the procedures to report any concerns about children's safety to the relevant authorities. Thorough recruitment, vetting and induction processes are in place to ensure staff are suitable to work with children. Staff benefit from supervision meetings, spot checks and professional development opportunities to enhance their knowledge and skills.

### Quality of teaching, learning and assessment is good

Staff use information from children's observations and parents' feedback to plan what individual children should do next to help extend their learning. They provide stimulating and interesting opportunities for children to play and learn. For example, staff set up a range of activities for children to freely explore and experiment with arts and crafts materials and role-play resources to develop their creative and imaginative skills. They arrange for children to use the studio to enjoy music and dance sessions, and they teach them how to do different movements to help strengthen their muscles. Children join in singing along to nursery rhymes and they willingly copy the actions. Staff provide opportunities for older children to develop their literacy skills well. For example, they read them stories to develop their interest in books and they support them to develop their early writing skills. Children begin to learn about the life cycles of living things as they get to see how eggs hatch into chicks and grow into chickens.

### Personal development, behaviour and welfare are good

Children develop their personal skills effectively. They settle well and display high level of independence and confidence. Older children demonstrate good relationships with other children and they learn to take turns and share resources. Children welcome and value staff's contributions to their play and they know when to seek support from them. Staff act as positive role models and they demonstrate good manners for children to learn. For example, they show respect to them and use 'please' and 'thank you' appropriately. Staff offer ongoing praise and encouragement for children to recognise when they are doing well and to develop their self-esteem. Staff support children to develop good health and physical well-being. For example, they provide regular rigorous play and encourage them to wash their hands at appropriate times.

### Outcomes for children are good

Children make good progress and develop the skills they need for their future learning. For example, younger children listen and follow simple instructions well. They grasp and use a range of tools successfully. Older children learn to recognise and write letters in their name. They show interest in cooking activities, and they learn to count and measure different ingredients effectively.

## Setting details

<b>Unique reference number</b>	EY372099
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10089427
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Lanterns Schools Ltd
<b>Registered person unique reference number</b>	RP902248
<b>Date of previous inspection</b>	28 June 2018
<b>Telephone number</b>	02073 630951

Lanterns Nursery registered in 1995 and transferred to its new premises in 2008. The nursery is open from 8am until 6pm every weekday for 50 weeks of the year. It provides funded early years education for three-year-old children. The nursery employs 22 members of childcare staff. Of these, one holds an early years qualification at level 6, one holds an early years qualification at level 4, and 19 hold early years qualifications at levels 3 and 2. The manager has achieved an early years degree and early years professional status.

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