

# Docklands Day Nursery

24/26 Fairlop Road, Leytonstone, London E11 1BN



<b>Inspection date</b>	6 February 2019
Previous inspection date	9 May 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

- Leaders and staff are dedicated and hard-working. They have successfully addressed weaknesses from the last inspection and further developed many other aspects of their practice.
- The key-person system is well developed. Children form good emotional attachments with staff. Staff talk confidently about children's individual learning and development and what they need to do to support their continuing development.
- Leaders and staff have good partnerships with parents. Staff regularly share information about children's good progress with parents and ways to continue their learning at home. Parents praise the staff's commitment and for the recent positive changes made, such as to the outdoor area.
- Leaders value the views of staff, parents and children to evaluate and improve all aspects of the nursery. For example, improvements to the outside area have ensured richer opportunities for children.
- Partnerships with the other professionals and link early years providers are strong. Leaders have developed effective arrangements for staff's training and for sharing information to promote consistency and continuity for all children.
- There are no systems in place to compare the progress made by different groups of children to reduce any gaps in their learning.
- Sometimes, staff do not provide younger children, who learn better outdoors, with suitable opportunities to extend their learning and skills.

## What the setting needs to do to improve further

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

- build on assessment strategies to compare the progress made by different groups of children to help them to achieve at the highest possible level
- review routines, and plan more effective use of the outdoor learning area, especially for the youngest children

### Inspection activities

- The inspector had discussions with staff and observed their interactions with children, indoors and outdoors, throughout the inspection.
- The inspector spoke to parents and children to seek their views about the nursery.
- The inspector completed a joint observation of an activity with the manager and held discussions about children's learning.
- The inspector looked at a range of documentation, including evidence of the suitability of adults working in the nursery.
- The inspector looked at children's records and observation, assessment and planning documents.

### Inspector

Rubina Nijabat

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff are vigilant and clear about the signs that might lead them to be concerned about a child. They are confident about how to record and report any concerns about children's welfare. Leaders have thorough recruitment procedures and routines for monitoring staff's practice. Regular supervision ensures that everyone is aware of their strengths and further areas for development. New members of staff comment on how they receive good support to help them quickly settle and become part of the friendly team. Leaders ensure staff have good access to training to keep their skills up to date and enhance effective learning outcomes for children. For example, staff attend training to help them understand how to develop children's confidence, speech and language.

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

Staff are well qualified and enthusiastic. They plan a range of interesting and challenging activities that supports the different areas of learning. Staff and children play happily and learn together. Babies explore a range of different textures, such as pipe cleaners, sensory bottles, painting on foil and musical instruments. This helps to develop their exploratory skills and how to use their senses effectively. Pre-school children develop good early reading and writing skills. Children learn to read and write their names, and enjoy group phonics sessions, identifying letters and the sounds they represent. Staff use resources skilfully to teach children good mathematical concepts. For instance, children use kitchen scales, measuring jugs and beakers to weigh rice and develop their understanding of weights, measures and capacity. Individual assessments are undertaken for all children, including those with special educational needs and/or disabilities.

### Personal development, behaviour and welfare are good

Staff provide a warm, welcoming environment. Children are confident and well behaved, and staff listen attentively to their needs and views. This effectively develops children's self-esteem and well-being. Staff join in and encourage children to use their imaginations and be creative as they engage in pretend doctors and paramedics role-play scenarios. Children develop good physical skills, as they enjoy riding wheeled toys and confidently negotiate space. They learn to balance as they step across big tyres. Children's understanding of good health and hygiene is developed extremely well. Meals and snacks are varied and nutritious. Children learn to manage some of their self-care needs independently, such as pulling up their sleeves before they wash their hands and put used tissues in the bin.

### Outcomes for children are good

All children make good progress from their starting points in learning. Older children are well prepared for their moves on to school. Children, including babies, enjoy looking at and listening to their favourite stories. Babies confidently develop their physical skills as they move to action songs with delight and select toys freely around their room. Children display that they feel safe and secure, as they confidently engage in conversations with staff and visitors to the nursery.

## Setting details

<b>Unique reference number</b>	EY458063
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10089394
<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>	1 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Docklands Day Nursery Limited
<b>Registered person unique reference number</b>	RP532296
<b>Date of previous inspection</b>	9 May 2018
<b>Telephone number</b>	07852358452

Docklands Day Nursery registered in 2013. It operates in Leytonstone in the London Borough of Waltham Forest. The nursery operates every weekday from 8am to 6pm, all year round. It receives funding to provide free early years education for children aged two, three and four years. The provider employs 10 members of staff, seven of whom hold appropriate early years childcare qualifications at level 3 or above. Two hold qualifications at level 2 and one member of staff holds qualified teacher status.

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