

Eeeny House Nursery

11 Northfield Road, London N16 5RL



Inspection date	13 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

This provision is good

- Staff provide a safe, well-organised, homely environment for the children. Parents comment on the way the staff promote a strong sense of family.
- Children confidently develop their independence skills through trying things for themselves. For example, the kitchen is part of their learning environment and they help with the day-to-day activities such as setting the table for lunch and chopping the fruit for snack.
- Managers develop and nurture strong partnerships with parents. Staff work closely with parents and keep them informed about their children's continuing progress.
- Staff have a good understanding of the children's needs. They talk confidently about where children are in their learning and development. This contributes to the good progress that children make.
- Children are encouraged to take risks and explore the natural world. For example, they confidently climb up the climbing wall in the garden.
- Children who are bilingual benefit from opportunities to hear and use their home language in their play.
- Children learn about other cultures as well as their own through regular visits into the community. This helps children to develop their understanding of the wider world.
- Staff use different tones of voice and facial expressions skilfully to interact with babies.
- On occasion, staff dominate the children's learning experiences and they do not always give children time to express themselves.
- Staff settle children well into the nursery, but children's starting points are not always established.

What the setting needs to do to improve further

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

- give children time to express themselves and respond to the learning experiences presented to them
- extend the range of information gained from parents when children start at the nursery to get a good understanding of children's starting points.

Inspection activities

- The inspector had a tour of the building.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact it had on the children's learning.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector held a meeting with managers. She looked at relevant documentation, such as children's assessment records, and evidence of the suitability of staff to work with children.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspector

Keiley Pedro

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are aware of the possible signs and symptoms of abuse and the procedures to follow if they have a concern about a child. Staff plan an exciting learning programme, offering children opportunities to visit places such as the local old people's home, forest school, the supermarket and the library. Managers value children's home culture and support their bilingual skills effectively. Parents speak highly of the care and rich learning experiences that their children receive. The provider works with the children regularly and gives staff a lot of support through coaching and mentoring to improve their practice. Managers are committed to the continual development of the nursery and they involve parents and staff in ongoing self-evaluation to identify what they can improve further.

Quality of teaching, learning and assessment is good

Children are confident and independent. They enjoy selecting from a large range of resources, in a well-organised environment. Staff assess children's progress regularly. They know the children's abilities and are able to challenge children through their play. Staff plan for the children's next steps, based on children's interests, observation of what they know and information gained from parents. Children experience hands-on, meaningful learning experiences. For example, they made plant boxes using real wood, nails and tools. They grew fruits and vegetables in their boxes and then sold their crops to parents. Staff provide real, natural resources to encourage children to investigate and explore using all of their senses. For example, children cook real pasta and potatoes as part of their role play and babies explore pine cones on a tough tray in the baby room. Children develop their imaginative and communication skills through role play and small, focused group activities.

Personal development, behaviour and welfare are good

Staff provide sensitive settling-in procedures, determined by the needs of individual children and their parents. As a result, strong, positive attachments between children and the key person have been formed and the children are confident and emotionally secure. Children are well behaved and develop positive social skills. They take turns to speak and listen during story time, showing consideration for others. Managers place a strong emphasis on the children's good health and well-being. They are part of a healthy eating project and have invited a dietician in to speak to parents and children about healthy foods. Staff establish clear expectations and routines for children, which encourages independence. When they finish their meal, for example, children wash their own face, wash the lunch dishes and vacuum the floor. Children learn to be kind to each other, to share and to take turns.

Outcomes for children are good

All children make good progress, including those with special educational needs and/or disabilities and those learning to speak English as an additional language. Children develop the skills required for the next stage in their learning and their eventual move to school. Managers have developed good links with local schools to ensure children have a smooth transition on to their next learning environment.

Setting details

Unique reference number	EY537445
Local authority	Hackney
Inspection number	10080055
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 3
Total number of places	27
Number of children on roll	27
Name of registered person	Eeeny House Nursery Limited
Registered person unique reference number	RP537444
Date of previous inspection	Not applicable
Telephone number	07811 248 257

Eeeny House Nursery registered in 2016. It is situated in the London Borough of Hackney. The nursery opens from 8.30am to 4.45pm on Monday to Thursday and from 8.30am to midday on Fridays during term time only. There are 11 members of staff, seven of whom hold a relevant childcare qualification.

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