

Sebright Childrens Centre

HAGGERSTON PARK, Queensbridge Road, LONDON E2 8NP



Inspection date

Previous inspection date

3 April 2019

11 February 2016

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

This provision is good

- The well-qualified and long-established staff work together effectively. They demonstrate strong teaching skills, which promotes learning well.
- Staff speak positively about the support they receive from the senior management team. Staff are provided with regular coaching and supervision. They have access to an extensive range of training opportunities to improve the quality of their interactions with children.
- Staff work well with other professionals to provide strong support to children with special educational needs and/or disabilities (SEND). They help to address gaps in their learning, and guide them to achieve well-planned targets.
- Staff encourage children to develop their physical skills, freedom and movement. For example, babies are encouraged to use their emerging walking skills and reach for toys. Older children enjoy walks in the adjacent park and trips out into the local community. They talk with enthusiasm about a recent trip to the local train station.
- Children have formed strong bonds with staff. Effective settling-in procedures ensure staff know children well and help them to feel safe and secure. Children's emotional well-being is supported effectively.
- All children make good and steady progress from their starting points. Effective observations and monitoring produce strong plans for children's individual learning.
- Occasionally, staff do not organise routines effectively enough, and children are left waiting and become distracted.
- The senior management team evaluates the quality of the nursery well. However, a more rigorous evaluation of the nursery would improve the quality of teaching further.

What the setting needs to do to improve further

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

- review and strengthen the planning and organisation of the day to maximise every opportunity for learning
- build on the evaluation of the nursery, and seek additional ways to incorporate the views of parents and children to raise the quality of the provision even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation. She discussed children's progress with the lead early years teacher, deputy manager and staff.
- The inspector carried out a joint observation with the lead early years teacher.
- The inspector met with the manager, deputy manager and the lead early years teacher. She sampled various documents, including evidence of staff's suitability and the evaluation of the nursery.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs of possible abuse and are aware of the procedures to follow if they have concerns about a child in their care. Safer recruitment procedures are firmly embedded. Staff deploy themselves well, and are attentive to children's needs. Daily checks and risk assessments ensure that children are safe and secure in the nursery. Recent changes to tracking procedures have improved how children's progress is monitored. The manager analyses the progress of individual children and groups to identify any gaps in their learning. Parents speak highly of the nursery and the 'lovely, friendly' staff. They comment on how their children are keen to share information about their time at nursery, and appreciate the feedback they receive from staff.

Quality of teaching, learning and assessment is good

Staff provide a welcoming environment and an interesting range of activities and experiences to capture children's interests. Staff observe and monitor children's learning well. They identify what children need to learn next. Staff engage enthusiastically with children. They play alongside them, join in with interesting conversations and build on children's vocabulary. For instance, children learn new words, such as 'wet', through interesting group activities. Staff support children's language and communication skills well. Children benefit from adult-led activities and opportunities to explore and lead their own play. Staff support children's literacy development well. For example, older children look at books they have chosen. Children follow the story, turn the pages and listen with great interest. Babies join in with song time, and enjoy their favourite rhymes.

Personal development, behaviour and welfare are good

Children are happy and settled. They are well behaved and eagerly come into the nursery. Staff are good role models. They show respect for children and one another. They support children to learn about good manners and encourage them to use 'please' and 'thank you'. Children eat healthy food while at the nursery. They learn the importance of good hygiene procedures, such as washing their hands before lunch. Children learn how to negotiate hazards safely. For example, as they walk down the stairs, staff remind them to hold on to the bannister and watch where they are going. Staff provide an inclusive environment in which children learn to value differences and similarities between themselves and others.

Outcomes for children are good

Children are keen and eager learners. They readily engage in activities and make choices about their play. Children develop good social skills. They play collaboratively and welcome others into their games. Children demonstrate good mathematical skills. For example, they count as they walk down the stairs. Children develop independence. Younger children find their own coats, and older children take care of their own personal care needs and help clear away their plates after lunch. Children develop good skills that prepare them well for the next stage of learning and for moving on to school.

Setting details

Unique reference number	EY344280
Local authority	Hackney
Inspection number	10063124
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	67
Number of children on roll	45
Name of registered person	Sebright Primary School Governing Body
Registered person unique reference number	RP526634
Date of previous inspection	11 February 2016
Telephone number	0207 749 1210

Sebright Childrens Centre registered in 2007 and is situated in Haggerston, in the London Borough of Hackney. The nursery employs 15 permanent members of childcare staff, including the manager, all of whom hold early years qualifications at level 3 or above. The nursery is open from Monday to Friday for 48 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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