

Inspection of Pembury Community Nursery

15 Pembury Road, London E5 8LU

Inspection date:

13 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Overall, children show that they are comfortable and content at the nursery and they generally behave well. Staff are caring and kind to the children and show enthusiasm in their work. Despite these positive traits, staff deployment in the baby room is not fully effective, which leads to a disorganised atmosphere at times. This means that some children do not have high enough levels of interaction from staff and are left to occupy themselves for too long. This leads to valuable opportunities to support children's learning and engagement being missed. Furthermore, babies' personal care and hygiene needs are not met to a good enough level. For instance, they are left to play with dirty hands and in unclean clothes. In addition, further consideration needs to be given to the eating arrangements at snack time to improve hygiene and safety when children eat. For instance, babies eat without plates and move around with food in their mouths.

Reflecting on stronger practice, toddlers show that they are very happy and show good engagement in their play. They delight in exploring play dough and playing with real fruits and vegetables in the role-play area, where they are positively supported to discuss different smells and hear lots of new descriptive language. Pre-school children also show high levels of enjoyment and motivation. This is evident as they enjoy constructing with bricks and sand in the role-play area, and make predictions when exploring cornflour. Teaching for this age group is superb and children show excellent attitudes towards learning.

What does the early years setting do well and what does it need to do better?

- Across all age groups, staff plan an interesting and varied range of activities to help children develop new skills and knowledge. The curriculum is planned with creativity and originality. However, there is inconsistency in the way this is delivered for the different-aged children. This is apparent as young children in the baby room do not have high enough levels of support to meet their personal needs and to maximise their learning. This means that some children wander around for too long and do not have consistently good learning experiences.
- Hygiene practices are not good enough in the baby room during snack time. This is apparent when babies sit on the floor and eat without plates. Furthermore, babies are not given high enough levels of support to understand about eating safely.
- Children of all ages have frequent opportunities to play and learn outdoors. For instance, babies enjoy playing on a slide and staff support them with lots of enthusiasm as they say, 'One, two, three, go!' Babies also enjoy exploring the colourful parachute and staff teach them about different colours.
- Older children have excellent opportunities for outdoor learning. For instance, toddlers enjoy doing obstacle courses with large tyres, where they show very

good balance and coordination. Furthermore, pre-school children enjoy forest-school sessions where they enjoy making mud pies and dens. They also like storytelling in the woods.

- The manager and staff place strong emphasis on providing opportunities for children to learn through interesting first-hand experiences. For instance, babies participate in yoga sessions, toddlers go horse riding and older children have frequent trips to the shops, parks and other places of interest in the local community. This is a real strength of the setting.
- Staff frequently have discussions with children about expected behaviour. For instance, they regularly give praise and encouragement and discuss the importance of sharing and turn taking. Overall, children behave well. However, some babies' engagement in activities could be higher as they wander and roam for too long.
- The manager is very driven and ambitious and expresses high expectations for children's learning and achievements. She has made some excellent improvements since recently joining. However, self-evaluation has not been fully successful in addressing some of the practice and organisation issues in the baby room.
- Parents express high levels of satisfaction and appreciation for the setting. They state that staff have a genuine love of their children and that they receive very good feedback. They say that they feel highly involved in their children's learning. Partnership working with parents is excellent.
- High consideration is given to supporting children to adopt healthy lifestyles. For instance, freshly cooked and nutritious meals and snacks are provided, and staff frequently discuss the importance of healthy eating. Staff also teach children about good dental care by participating in borough accreditation schemes.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have clear safeguarding knowledge. They understand the signs and symptoms that may indicate a child is at risk of harm. Staff know how to act swiftly and how to seek additional support to protect children's welfare. Staff also have an awareness of wider safeguarding issues, including the 'Prevent' duty. Recruitment and vetting procedures are very thorough and rigorous to help ensure staff are suitable for their roles. In addition, staff receive a in-depth induction and have regular supervision meetings and monitoring to help to ensure that they remain suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve staff deployment in the baby room to ensure that young children consistently have their personal care and hygiene needs met and that they receive good levels of support in their learning	10/04/2020
improve the arrangements for eating at snack time in the baby room to ensure better levels of hygiene and supervision for children.	10/04/2020

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

- strengthen self-evaluation in order to swiftly address weaknesses and to ensure that children of all ages have consistently good levels of care and learning experiences.

Setting details

Unique reference number	EY487424
Local authority	Hackney
Inspection number	10137928
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	69
Number of children on roll	72
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	0208 985 2304
Date of previous inspection	27 July 2016

Information about this early years setting

Pembury Community Nursery registered in 2015. It is situated in the London Borough of Hackney. It operates Monday to Friday from 8am to 6pm for most of the year. There are 14 members of staff. One member of staff holds a level 6 qualification, two members of staff are qualified to level 5, seven are qualified to level 3 and two at level 2. Two staff are currently undertaking training for a level 3 qualification. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- The inspector and the manager completed a learning walk together and discussed the intentions for the quality of education.
- The inspector and the manager completed a number of observations together.
- The inspector spoke to parents and children and considered their views.
- A range of documentation was viewed, including staff's suitability information and qualification certificates.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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