

# Inspection of The Alphabet House Nursery Schools

Barratts Apartments, Waterside Park, Bramwell Way, LONDON E16 2GR

---

Inspection date: 13 October 2021

---

## **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

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are welcomed warmly into an inviting and safe nursery. They are happy and keen to try activities that cover the seven areas of learning. Children enjoy sensory experiences and become engrossed when feeling different textures. However, expectations for children's behaviour or learning are not routinely high. Staff are not deployed well and, on occasions, do not join in with children's play for long enough to ensure that they help children to build on what they already know and can do. This means children are not always able to make the swift progress they are capable of.

Children learn about the 'golden rules', such as learning to share toys. However, staff do not teach children why negative behaviour is unacceptable, or help them to understand their teachers' expectations of them. This results in children disturbing each other's play and learning. Furthermore, staff do not teach children about the impact their actions may have on other children and how it makes other children feel. These weaknesses mean that children do not develop their social and emotional skills as well as they could.

Throughout the COVID-19 pandemic, parents have not had access to the nursery as they normally would. Nonetheless, parents speak highly of the parent app that the nursery uses to communicate with them. Staff use this to share information with parents regularly, to help them know what their children are learning in the nursery.

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

- Overall, the manager knows what she wants children to learn. This is shared with staff to help children to gain the skills they need for future learning, such as communication skills. For instance, staff support children's language skills well during story time. They teach children the meaning of words such as 'tooth' and 'teeth', and help them to understand how to use these in the right context.
- Adult-led activities are successful in helping children to consolidate and remember long-term what they have previously been taught. Staff revisit previous learning, such as about oral health, to help children to become confident in their understanding of good hygiene and how to manage this themselves.
- Leaders form positive relationships with other agencies that work with children. For instance, they gather useful information from other professionals to know how best to support children with special educational needs and/or disabilities (SEND). However, this information is not shared effectively with the staff team to ensure they are fully aware of how to support these children in all aspects of their development. This impacts negatively on progress that children with SEND

make.

- Staff are not deployed effectively throughout the nursery and do not recognise instances where children are behaving poorly. Children, therefore, do not get consistent feedback about their behaviour. This means children do not make the best possible progress they could in their personal, social and emotional development. Weaknesses in staffing arrangements, at times, impact negatively on children's care needs. For instance, key people are not always the ones deployed to support children who are in the early stages of settling in. This means that children's emotional needs and well-being are not routinely well supported from the outset.
- The manager has recently implemented more frequent and regular monitoring systems to help them to evaluate the quality of education. However, these processes are not embedded. As a result, current monitoring procedures do not ensure that weaknesses in staff practice are recognised swiftly. As a result, actions are not consistently taken to improve education and care for children.
- Children learn about healthy lifestyles. They have regular opportunities to be active in the local park and develop their physical skills. Children learn to be independent. For example, they are able to manage their toileting needs independently, and learn to wash their hands. Staff support children to serve themselves at mealtimes, which helps to build children's self-esteem as they begin to do things without help.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding responsibilities. They understand the signs that may indicate a child is at possible risk of harm, and know how to report their concerns to keep children safe. Staff have regular opportunities to update their safeguarding knowledge, such as through online training. The premises are safe and secure. Staff follow safety procedures well, such as regularly assessing risks in all areas that children use, and identifying and removing any hazards.

## What does the setting need to do to improve?

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

	Due date
deploy all staff team members to ensure children are supported in their play, and that their learning and care needs are fully met.	18/11/2021

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

- improve the quality of communication from leaders to staff, so that staff have a better understanding of how they can support children with special educational needs and/or disabilities, or who are otherwise delayed in their learning
- teach children about the consequences of their actions, so that they know what is expected of them and understand the impact their behaviour has on other children
- embed monitoring systems to swiftly recognise weaknesses in staff practice, and take action to improve the quality of care and education provided.

## Setting details

<b>Unique reference number</b>	EY498058
<b>Local authority</b>	Newham
<b>Inspection number</b>	10208900
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	The Alphabet House Nursery Schools Limited
<b>Registered person unique reference number</b>	RP901724
<b>Telephone number</b>	02038451539
<b>Date of previous inspection</b>	9 July 2018

## Information about this early years setting

The Alphabet House Nursery Schools registered in 2015. The nursery is situated in Pontoon Dock, in the London Borough of Newham. The nursery opens Monday to Friday, between 8am until 6pm, all year round. There are eight staff who work with the children, seven of whom hold relevant early years qualifications. The manager holds a level 6 qualification. One member of staff holds a level 5 qualification, two hold a level 3 qualification, and three have a level 2 qualification. The setting is in receipt of funding for the provision of free early education for children aged two and three years.

## Information about this inspection

### Inspector

Anneka Mundy

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector conducted a joint learning walk, where the manager explained what they want children to learn at the nursery.
- The inspector and the manager undertook an observation of a teaching activity together to consider the quality of education.
- Parents provided feedback on their experience of the nursery, and the inspector engaged with children at appropriate times during the inspection.
- The inspector looked at documents relating to the suitability of those working with children, including their early years and first-aid qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021