

Inspection of Rangers Kindergarten Natural Play And Learning

Cornwall Avenue, London E2 0HW

Inspection date: 9 November 2021

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy an extremely rich curriculum and benefit from the expertise of outstanding teachers. They eagerly explore in the exciting environment. Children have endless learning opportunities, such as the access to outdoor areas throughout the day at the nursery and at the local nature reserve. Children delight in exploring natural resources, planting, cooking, building dens, singing and reading by the campfire. They have first-class learning opportunities to explore the wealth of resources, equipment and fully benefit from exceptional interactions with staff. For example, children observe that on windy days the leaves on trees move faster than usual. They learn how they can feel the wind with their hands and other senses.

Children and staff make kites of different shapes to check which types of kites will fly higher with the wind. Staff are impressive teachers and challenge children's learning extremely well. Children are settled, playful and extremely happy. Children and staff treat the nursery as their second home and show a strong sense of belonging at the setting. Children show outstanding progress across all areas of learning.

Children are especially confident in talking, expressing ideas and listening to others. Children behave exceptionally well. Staff are excellent role models and plan inspiring educational programmes for all children, including those in receipt of additional funding and support. They show expert knowledge of children's progress and, as a result, children flourish.

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

- The management team has a sharp focus on the continuous development of practice. They plan meticulous support for staff, including regular supervision meetings, team meetings, monitoring of teaching and care routines. Staff highly praise the training opportunities they have and the impact of this is clearly seen during observations of staff's inspirational practice with children. Staff and managers share and promote the clear ethos and vision for the nursery. They attend workshops such as sewing and knitting together to bond as a team. Staff provide the highest quality of education for the children.
- Children benefit from staff's outstanding focus on promoting their skills. For example, staff and children create a museum to display items that they find and collect while exploring play areas. Children proudly explain their items to other children and staff. Children take part in projects such as the digging of a pond at the nature reserve. They lead their own risk assessments each day. For example, children learn about safety while enjoying activities by the campfire as they carve wood to make sticks to roast different fruit on the fire. Children learn

to safely take risks and listen to instructions with absolute attention. They show an exceptional understanding of language.

- All staff know the children extremely well. They demonstrate great partnerships with parents to provide children with the best care possible. Parents help staff to plan children's settling-in sessions, menus and daily routines. They are invited to attend different sessions to familiarise themselves with staff and their child's new experiences. Staff nurture children and dedicate time to comforting them. For example, during sleep routines, children enjoy comforting cuddles, calm songs and stories. Staff create a loving environment for children and parents to feel as part of a family. Children naturally bring aspects of their home life to their play. For example, they create a building project which they confidently draw on paper. They use large boxes to build 'tower blocks' around a table, which they explain is the roof top garden for the blocks they build. They link their project to the estate where they live in central London. This shows children's exceptional confidence in their skills.
- Staff are highly skilled in supporting children's personal, social and emotional development. This has been a strong focus since children's return to nursery after the COVID-19 lockdown. Staff speak calmly and clearly to children, so they learn to socialise, ask for help and understand their boundaries. Children respect each other's turns, they share with friends and enjoy playing together. For example, they help staff to create a home corner that shows the change in season. They decorate the area with vegetables, fruit and the colours of autumn, this includes dressing the dolls appropriately for the weather. Staff extend children's learning further by making pesto sauce with them for their lunch, using seasonal greens, herbs and spices. Children plant, harvest, prepare and eat the vegetables, fruit and herbs they grow at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff take part in high-quality training programmes to ensure they refresh and develop their safeguarding knowledge and understanding. They demonstrate a thorough awareness of the signs and symptoms of abuse, including their duty to prevent children from extremism or radicalisation. Staff are extremely secure in their understanding of how to make referrals of safeguarding concerns or allegations against others working with children. Managers ensure the safe recruitment of staff and keep close assessments of their ongoing suitability. Managers' and staff's utmost priority is to ensure the safety of children. They risk assess play areas very carefully and supervise children closely at all times.

Setting details

Unique reference number	EY562487
Local authority	Tower Hamlets
Inspection number	10203975
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	1 to 5
Total number of places	36
Number of children on roll	35
Name of registered person	Barkantine Community Nursery
Registered person unique reference number	RP524662
Telephone number	07340810255
Date of previous inspection	Not applicable

Information about this early years setting

Rangers Kindergarten Natural Play And Learning registered in 2018. The setting operates all year round from 8am to 6pm for children aged between one to seven years old. Sessions are from Monday to Friday, except for bank holidays. The setting employs 12 members of staff, nine of these hold qualifications in early years at level 2 to level 6. The session offers funded education for children aged two, three and four. Children's learning mainly takes place outside.

Information about this inspection

Inspector

Karina Hemerling

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 manager and has taken that into account in their evaluation of the setting.
- The managers and the inspector carried out a joint observation of an activity together.
- The inspector spoke to parents during the inspection and reviewed written feedback from parents as provided by the managers.
- The inspector spoke to children and staff throughout the inspection.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector discussed the safeguarding practice with managers and staff. She looked at documentation, including the safeguarding policy, qualifications and information about the suitability of staff working with children.

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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