

Inspection of Weavers Fields Community Nursery

Weavers Community Space, 15 Kelsey Street, LONDON E2 6HD

Inspection date:

8 February 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children make excellent progress in their learning. They benefit from a rich, innovative and inspiring learning environment. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, thrive from being in the care of experienced staff. Children respond to staff's high expectations of what they can achieve. They explore and engage with a wide range of high-quality resources and experiences. Children use their great imaginations to design and make impressive creations. For example, children develop notable levels of knowledge and skill while they complete woodwork projects.

Children benefit from the exceptional thought that staff give to curriculum and the inspiration staff take from children's interests. Children are highly motivated learners and immerse completely in their play. They respond well to the nurturing and empathetic staff, who are fantastic role models. Children's behaviour is exemplary and they play very well with their friends. Children are remarkably happy and settled. They explore confidently, play cooperatively, and demonstrate high levels of self-esteem. Children are very independent from a young age and clearly know what staff expect of them. They develop excellent self-care and social skills in preparation for their eventual move to school.

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

- Children benefit from excellent opportunities to read, build their vocabulary, and enjoy stories throughout the day. Staff use animated and theatrical storytelling to engage children with books, rhyme and song. Children use the relaxing reading area to access books independently or make up their own stories.
- Staff introduce resources and activities that support children to explore and value their individual differences, home lives and experiences. Staff encourage children to find out about the diversity of the wider world through creative arts, reading and celebration. This helps children to gain an excellent understanding of people, communities and the wider world.
- Children who need additional help for their learning get outstanding support from staff. Staff reflect on children's progress to identify any gaps in their learning. They use their wealth of experience to ensure children's individual learning plans are highly focused to close any gaps in attainment.
- Staff expertly integrate children of all ages together. They ensure the activities provided consistently challenge every child. For example, while playing with cornflour, babies repeat new vocabulary as they add water and explore different textures, while older children create imaginative stories as they play with small toys and figures.
- The manager has established highly effective partnerships with external

professionals. Parents, key persons, and health visitors meet to complete a detailed health and development review when children are aged between two and three years. They consider the progress that children have made and what additional support they need. This allows swift, timely intervention and the very highest levels of consistency for children's care and learning.

- Parents speak highly of the nursery. Staff meet parents and other professionals to discuss children's individual learning support plans. Parents say that they value the ideas they receive from staff to help support their children's learning and behaviour at home. Staff effectively implement and embed tailored support for each child into practice.
- Children develop their own games and activities. They laugh with delight as they paint an outdoor blackboard with water, washing the chalk away. They challenge themselves and take appropriate risks as they play. For example, they balance on a row of cable reels, developing their physical skills.
- The manager has an uncompromising drive to continually develop the setting and staff practice. Staff say they have excellent professional development opportunities, and they value regular supervision sessions with the manager. The manager encourages staff to share and implement new knowledge gained through training, which benefits children's learning.
- Children develop excellent independent self-care skills, and they learn how to keep themselves safe. They take care of their personal hygiene, prepare for mealtimes, and dress themselves from an early age. Children learn about personal safety, such as crossing the road. Children learn to consider the safety of others, including a mindful attitude to the safety of babies in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff fully understand their roles and responsibilities to promote children's welfare and well-being. They have a comprehensive knowledge of the possible signs and symptoms of abuse. Staff know the steps they need to take if they have any concerns about the welfare of a child. Staff complete regular safeguarding training and gain paediatric first-aid qualifications. Staff monitor children's attendance and any accidents they have at home and in the nursery. The manager follows robust recruitment procedures to ensure that staff are suitable to work with children. The manager helps to maintain staff suitability by providing a strong induction programme and ongoing supervision. Staff complete thorough risk assessments to help ensure the areas of the premises children access are safe and suitable.

Setting details

Unique reference number	EY338319
Local authority	Tower Hamlets
Inspection number	10138233
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	90
Number of children on roll	36
Name of registered person	Early Years Network Tower Hamlets
Registered person unique reference number	RP907531
Telephone number	020 7729 5136
Date of previous inspection	25 November 2015

Information about this early years setting

Weavers Fields Community Nursery registered in 2007. It is located in the London Borough of Tower Hamlets. The nursery is open from 8am to 5.45pm, Monday to Friday, for 48 weeks of the year. The nursery employs 12 staff. All staff who work with the children hold qualifications at level 3 or higher. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together and talked about the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and outside and assessed the impact this was having on children's learning.
- The inspector held discussions with parents, children and staff at convenient times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of an activity and discussed the impact of this on children's learning.
- The inspector reviewed a sample of relevant documentation. This included evidence of staff suitability, policies and procedures, and a record of qualifications and training.

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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