

Inspection of Heaven Sent

Maryland Park, Stratford, London E15 1HB

Inspection date: 15 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and secure at this nursery. They have established strong bonds with the nursery staff. They arrive and happily leave their parents at the door. They move confidently around the nursery to choose their favourite activities. They play happily alongside their peers. Children listen attentively to stories and join in with action songs and rhymes, which helps them to develop vocabulary and supports their coordination. They listen and follow instructions as they engage in conversations with staff. They are confident and relaxed as they giggle and laugh together. This promotes their communication and language and social skills. Maths is woven into the routine activities at the nursery. For example, children learn to compare sizes of the three bears in the 'Goldilocks' story and again as they explore the fruits and vegetables in the healthy food activity. Children acquire a can-do attitude and persevere when they do not get it right the first time. Children are very well behaved. They listen to staff and show kindness to each other. Staff help children learn to take turns and share. They celebrate International Day to help children gain an understanding about each other's differences and prepare them for modern life in Britain.

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

- Leaders and managers plan a curriculum which covers all areas of learning. They consider the effect of the COVID-19 pandemic on children's language and social skills. For example, they plan for children to have many opportunities to listen to stories, sing rhymes and exchange conversations. They organise small-group activities for children to interact with each other.
- Staff engage well with colleagues and other professionals to support all children, including those who are disadvantaged or have special educational needs. They adapt the routine so their needs can be sensitively met.
- Overall, staff support most children to develop their self-help skills. However, on occasions, staff do not always give time to individual children to pull up their own zips on coats or support them to eat their snack independently.
- Staff support children to develop good hygiene practices. For example, they remind children to wash hands after going to the toilet, to wipe their nose and put the tissues in the bin. They establish relaxed and comfortable changing routines and encourage toilet training.
- The provider has ensured that all staff have access to support and training to enhance their professional development. As a result, the setting has a skilled workforce who are well equipped to support children's early learning experiences.
- Staff have established strong parent partnerships. They share information daily, both verbally and in writing. Staff create a learning journey for each child comprising children's photos, learning objectives and special 'wow' moments.

Parents speak positively about the communication they receive about their children and good relationships they have with staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that the indoor and outdoor environments are safe for children. Staff are aware and alert to the wider safeguarding issues which may affect children and families, such as female genital mutilation and extremism. Staff are clear about the procedures for identifying and reporting safeguarding concerns. This strong safeguarding culture ensures that staff are confident to escalate any concerns they may have. They are confident in using the safeguarding application that links to the local authority safeguarding team for reporting concerns, and in including their designated leads.

What does the setting need to do to improve?

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

- strengthen opportunities for all children in developing their independence and self-help skills.

Setting details

Unique reference number	EY552534
Local authority	Newham
Inspection number	10174235
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	15
Number of children on roll	0
Name of registered person	St Francis' Catholic Primary School Governing Body
Registered person unique reference number	RP552533
Telephone number	0208 534 0476
Date of previous inspection	Not applicable

Information about this early years setting

Heaven Sent registered in 2017. It is located in St Francis Primary School, in Stratford in the London Borough of Newham. The nursery operates Monday to Friday from 7.30am to 6pm for 48 weeks of the year.

Information about this inspection

Inspector
Khadeeja Mehtar

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector viewed relevant documentation to assess suitability of staff.
- The inspector spoke to parents to obtain their views.
- The inspector carried out a joint observation of a group activity with the nominated person.

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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