

# Inspection of Eastwood Nursery

56 Eastwood Road, Goodmayes, Ilford, Essex IG3 8UU

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Inspection date:

23 February 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

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 happy and secure. They eagerly arrive at this caring and safe nursery. Staff are welcoming and approachable. They form positive and sensitive bonds with children and support their emotional needs well. Children enjoy exploring the age-appropriate activities that staff plan for them and concentrate well. They behave well and learn how to play with others. Staff are consistent in giving children feedback about their behaviour and help them to know what is right and wrong. Children listen to staff's reminders and follow the rules.

The manager and staff have high expectations of children and what they can achieve at the nursery. However, they do not ensure that parents are consistently, well informed of their expectations and what they want children to achieve at home. Parents are not aware of how they can support their children's development, and this hinders the potential progress that children are able to make. However, parents are informed suitably about children's daily routines and the care that their children receive in the nursery. Staff successfully use the information they gather from parents when children first start the setting to meet children's individual care needs. For instance, staff in the baby room know how to support babies during sleep routines and tailor the care given to match the needs of children. Children are well cared for.

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

- Children progress well in their personal development. They are confident, motivated learners and are keen to 'have a go' and join in. Staff support children's self-esteem well. They praise children's achievements and encourage them well. Children are proud of what they are able to do and are keen to show others.
- Staff are good role models to children. They communicate with parents and children in a positive and respectful way and teach children how to behave with others. Staff support children well to share and learn how to be safe during activities. Children learn to be responsible and independent. For instance, pre-school children eagerly help to set up for lunchtime and enjoy helping.
- Partnerships with parents require improvement. Staff do not regularly update parents about the progress that their children make in their development. This means that parents are not always alert to any emerging gaps in their children's development. Staff do not consistently help parents to support their children's progress in their learning. This prevents children from making the best possible progress they can. However, the impact of this weakness is lessened as staff use their teaching skills well and interact with children effectively, to help maintain children's good behaviour, attitudes and personal development in the nursery.
- The manager and staff have a clear intent for what they want children to learn

in the nursery, such as independence, how to communicate and early literacy skills. They suitably help children in the setting to develop their skills, to prepare them for their future learning. For instance, staff read books and sing with children to help support their language and vocabulary development. Staff know their key children, what they can do and what they want them to achieve next in their development and why.

- Staff support children with special educational needs and/or disabilities suitably. They adapt their teaching and interactions to match the needs of children, for example by using visual aids to support children's understanding of language and routines. The manager works with other professionals, such as the local authority, adequately, to seek advice on how to further support children who may require additional help.
- Children have regular opportunities to be active. For instance, staff teach them how to move to music in different ways and support their physical skills and well-being. Children eat healthy, nutritious meals and learn about healthy lifestyles.
- The manager does not have regular monitoring systems in place to help evaluate the quality of practice in the nursery. As a result, weaknesses in staff's practice have not been recognised and action has not been taken to maintain good levels of education for children. Furthermore, there is not a named deputy, as required, for staff to go to for help or support, in the absence of the manager.
- Staff have some opportunities to develop their knowledge and skills. They complete training, for example in safeguarding and first aid, to help refresh their understanding of how to keep children safe.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. The manager reflects on risk assessment processes and adapts procedures as necessary to improve practice and keep children safe. For instance, the manager has added an additional lock on the entrance door in the outdoor play area, to help ensure that children are unable to leave the premises unsupervised. Staff follow safety procedures well, such as regularly assessing risks in all areas that children use to identify and remove any hazards. The manager and staff understand their safeguarding responsibilities. They are alert to the possible signs that may indicate a child is at risk of harm and know how to report their concerns.

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

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

	<b>Due date</b>
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improve partnerships with parents so that they are up to date with their children's progress and development, and know how to support their children's learning at home	31/03/2022
implement regular monitoring systems to swiftly recognise emerging weaknesses in staff's practice and take action to improve the quality of education for children	31/03/2022
ensure that there is a named deputy, and that staff and parents are aware of who this is.	31/03/2022

## Setting details

<b>Unique reference number</b>	128501
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10221902
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Wiggs, Barbara
<b>Registered person unique reference number</b>	RP909560
<b>Telephone number</b>	020 8599 6073
<b>Date of previous inspection</b>	12 April 2019

## Information about this early years setting

Eastwood Nursery registered in 1985. It is situated in Goodmayes, in the London Borough of Redbridge. The nursery is open each weekday from 8am to 6pm, throughout the year. It provides early funded for children aged two, three and four years. There are eight members of staff who work directly with children, all of whom hold suitable early years qualifications. The manager holds a suitable early years qualification at level 3.

## 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 provision.
- The manager took the inspector on a learning walk and told them about what they want the children to learn at the nursery.
- The inspector and the manager completed a joint observation of a teaching activity to review the quality of education.
- Parents provided feedback on their experiences of the nursery and the information given to them. The inspector engaged with children at appropriate times.
- The inspector looked at documents, including those relating to the suitability of staff working with children, and risk assessments.

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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