

Inspection of The Bath House Children's Community Centre

76 Shacklewell Lane, London E8 2EY

Inspection date: 1 March 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children play in an environment that fosters their creativity and sparks their imaginations. Staff plan the environment around the organisation of the curriculum. Children help to care for the many healthy plants, which bring greenery and nature to the indoor spaces. They enjoy group activities, such as painting, construction and physical play in a variety of open spaces. Staff carefully provide nooks where children can find calmer, more-enclosed spaces. Outside in the garden, children have further opportunities to climb, slide and enjoy messy play. Staff organise activities in the flexible outdoor space to support children's physical skills.

There is a big welcoming kitchen at the heart of the nursery. The chef cooks fresh, nutritious food daily. Children take turns to sit at the table in the kitchen at mealtimes, where they see the kitchen team at work. Children eat heartily and many ask for seconds. Staff have high expectations for children's behaviour. Children say 'please' and 'thank you', and behave kindly towards their peers and adults. They are happy and content. Children respond positively to the interesting and challenging activities that staff organise.

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

- As children progress, they develop the skills that they need to support the next stage of their learning. Staff consistently provide children with imaginative and high-quality experiences. Staff are well qualified and experienced. They offer children the help and support that they need to stay focused. Children are eager and confident learners, and they actively participate in activities throughout the day.
- Babies quickly get used to the nursery routine. They happily join their peers during circle time, and participate in songs and rhymes with their friends. Young babies wave and clap to show enjoyment. They demonstrate that they feel safe and secure, and have a sense of belonging within their group.
- Staff provide interactive story times for older children. They support children to take turns, and ensure that every child is given time and encouragement when it is their turn to speak. Children use their creative skills to help create props to accompany the books they read. For example, children create a large underwater scene for their sea creatures. Children develop a love of reading and secure early communication skills.
- Overall, children are well supervised. However, at times when there are transitions between different areas of the nursery, staff are not deployed as effectively. For example, after lunch, some children go to sleep while others stay awake. This means that children are not consistently supported in their learning throughout the day.
- Children conduct themselves well throughout the day. They play together and

talk respectfully to each other and adults. All children are expertly supported to learn to manage their feelings and emotions. This helps them to make friends and participate fully in activities.

- The care and support that staff offer children with special educational needs and/or disabilities is a key strength of the nursery. Staff respond to individual children's needs and take swift, meaningful action to provide tailored support. Staff work effectively with parents and other professionals involved in children's care. Children successfully develop the skills they need for their future learning, including starting school.
- By the time children reach the pre-school room, they can put on their coats, manage their personal hygiene, tidy up, and listen to instructions. Staff support children's independence extremely well from a very young age. The patience and support that staff provide early on in the baby room help children to make rapid progress in their independence.
- Staff access training for professional development and receive support to improve their knowledge at weekly team meetings. Managers and room leaders are confident with the supervision arrangements they provide for staff. However, while staff agree that supervision meetings are very helpful, they would like to have more opportunities to talk about their workload and well-being. This would allow staff time to reflect on the work they do and ensure children's individual plans are precisely targeted.
- Parents say that they are very happy with the care their children receive. They are highly complimentary about the food provided and describe the nursery as a nurturing environment. Parents comment that staff share information with them when they collect children at the end of the day. They highly recommend the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the setting's safeguarding and child protection policy. They know who to contact if they have any concerns about the welfare of a child. Staff are all fully aware of signs and symptoms of child abuse. They attend meetings with other agencies as required, sharing children's progress and any changes to behaviour that they all need to be aware of. Staff are trained in paediatric first aid and follow the correct procedures in response to accidents. They use risk assessments and carry out regular checks across the nursery to ensure that hazards are removed or minimised.

What does the setting need to do to improve?

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

- review staff deployment to ensure that children are consistently supported at all

times during the day

- ensure that staff get the support and coaching they need to extend their practice further and ensure children's interests are promoted to the highest level.

Setting details

Unique reference number	144646
Local authority	Hackney
Inspection number	10137929
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	77
Number of children on roll	57
Name of registered person	The Bath House Children's Community Centre
Registered person unique reference number	RP907527
Telephone number	0207 9237754
Date of previous inspection	21 October 2015

Information about this early years setting

The Bath House Children's Community Centre registered in 1997. It is situated in the London Borough of Hackney. The nursery is open each weekday from 8.30am until 5.45pm, all year round. The nursery provides funded early years education for children aged two, three and four years. Staff working with children hold relevant childcare qualifications.

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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The deputy manager and the inspector carried out a joint observation of a planned adult-led activity and discussed its impact.
- The inspector observed children as they played and their interactions with staff, to gather information on the quality of education.
- The inspector viewed a sample of children's records, and the nursery's documents and policies. This included evidence of staff's suitability, training, supervision and deployment.
- Parents shared their views of the setting with the inspector.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.

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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