

Inspection of Balfour Nursery

7 Balfour Road, Ilford, Essex IG1 4HP

Inspection date: 24 February 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are well settled and are happy to separate from their parents on arrival. Staff form strong attachments with children. This results in children feeling safe and secure in this environment. They explore and enjoy the learning and play opportunities provided. Children form positive relationships with their teachers and peers. Children have the opportunity to make choices. For example, within the baby room children select singing props from a bag. This indicates to the adult the song they would like to sing. In the pre-school room, children vote on which book they would like to read. Staff giving children choices supports children's self-regulation.

Staff have good knowledge of children's learning and development. Staff therefore plan activities which capture all children's interest and imagination. For example, older children enjoyed the opportunity to use salt to melt ice. This allowed the Lego that was stuck to release from the ice. Children further use paint brushes to spread the salt around the ice block. Children behave really well. They are polite and considerate towards their friends. While in the garden, children offer each other a hug to keep each other warm in the cold. Staff act as good role models and remind children of expected behaviours. Children have a good understanding of the rules within the setting. Children develop skills in turn taking. The children within the toddler room and pre-school wait for their turn to wash hands before meal times. Staff praise them for good waiting and taking turns.

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

- Partnership with parents is highly valued. Staff work hard to support progress at home. Home-learning packs provided support to parents during the pandemic. Parents speak very positively about the nursery. They describe the friendliness, support and care of the staff team. The setting shares children's care routines and learning on an online app which parents view from home. Parent involvement helps to support children's learning in all areas of the curriculum at home.
- Staff use dialogue to engage the children while reading a book. This helps the children tell the story. For example, child shared their ideas while listening to a story. Younger children have opportunities to sing songs and rhymes supported with actions. This practice supports early literacy skills.
- Staff know what their key children need to learn next and help children to build on what they can already do. Staff provided play dough to support children's fine motor skills. Younger children have opportunities to use utensils to mix edible messy play. This ensures that all children make good progress in their learning.
- Leaders identified communication and language as an area of need for children. This is due to COVID-19 and children being at home indoors. They therefore

plan activities to support this area of learning in all rooms. Leaders do seek support from professionals when needed. However, there is no individualised support for children with delay in communication and language. As a result, children with identified language delay do not always receive early input.

- Children have opportunities to develop their gross motor physical skills, indoors and outdoors. They engage in large, high-impact physical movement, led by a sports coach. For example, they balance bean bags on their heads while moving around at a fast pace backwards. The children negotiate their space well to avoid colliding. Younger children are supported to confidently climb up and down stairs by a member of staff. Staff support younger children to climb up and down stairs with confidence. This supports children's physical health.
- Children enjoy healthy nutritious meals prepared on site. These meals are reflective of children's cultural backgrounds. Staff encourage knowledge about food through discussions about how food grows. Children learn the importance of brushing their teeth during their play. Staff set up a role play area with props and visuals to support and encourage oral hygiene. This supports children's healthy eating habits and encourages self-care routines.
- Children display independence. Older children are confident in recognising their names and speaking within a group. Staff encourage children's self-help skills. For example, when children come in from the garden they remove their coat and hang it on their peg. Children use appropriate cutlery to eat their lunch. Younger children know the daily routine.
- The provider uses additional funding to ensure that all children access the full curriculum. Staff understand the children's starting point, progress and next steps in learning. This includes children with English as an additional language, special educational needs and/or disabilities. This early intervention ensures that all children within the nursery make good progress.
- Staff feel well supported by their leaders. The manager spends time in the room and observes the practice of the staff. The manager meets with the staff individually during supervisions to help improve their practice and develop progress. Staff are provided with the opportunity to attend training online, in-house and externally. The manager and provider value their staff team and seek out opportunities to develop their knowledge further. Children benefit from the knowledge of well-skilled teachers.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. They can identify the signs and symptoms which may show that a child is at risk of harm. This includes knowledge of broader safeguarding issues such as 'Prevent' duty. Staff know who to contact if they have concerns for a child's well-being or the behaviour of a member of staff. The staff team receives regular safeguarding training and updates from their leaders. Staff ratios are always maintained. Staff deployment is effective and children are well supervised to keep them safe. The director and nursery manager follow safer recruitment processes to ensure the skills required and

suitability of the staff member to work with children.

What does the setting need to do to improve?

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

- plan targeted support to help children catch up in their communication and language.

Setting details

Unique reference number	EY308464
Local authority	Redbridge
Inspection number	10214234
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 4
Total number of places	45
Number of children on roll	86
Name of registered person	Premier Childcare Limited
Registered person unique reference number	RP525595
Telephone number	0208 553 1886
Date of previous inspection	28 November 2016

Information about this early years setting

Balfour Nursery registered in 2005. It is situated in Ilford in the London Borough of Redbridge. The nursery is open from 7.30am to 6.30pm on Monday to Friday for 51 weeks of the year. There are 12 members of staff including the manager. The provider holds early years professional status; two staff, including the manager, hold early years qualifications at level 5; four staff hold qualifications at level 3; and two at level 2. The nursery receives early education funding for children aged two, three and four years old and early years pupil premium funding.

Information about this inspection

Inspector

Onyi Ojukwu

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 provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector completed a joint observation with the manager and evaluated the impact of the activity on children's learning
- Parents spoke to the inspector and shared their views on the nursery setting.
- The inspector observed the interactions between staff and children.
- Children spoke to the inspector about their experiences at the setting.
- The inspector reviewed relevant documentation and a discussion was held with leaders.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022