

Inspection of CMA Nursery

26 Lampard Grove, London N16 6XB

Inspection date: 24 March 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 happy to attend this warm and safe setting. They have formed a strong bond with staff, who are welcoming and sensitive to children's needs. The manager and staff place a high emphasis on personal development. They ensure that plentiful opportunities are provided for children to learn and reflect on their own and others' feelings. Children are developing awareness of how they can make themselves or others feel better.

Staff have high expectations for all children including children with special educational needs and/or disabilities (SEND). Children take part in a wide range of exciting and challenging activities. Staff plan a sequence of activities based on what children already know and they have clear learning intentions. As a result, children make good progress. For example, younger children enjoy a catch and throw game as they learn how to control a ball using whole body coordination. Older children enjoy singing nursery rhymes and working out simple sums of how many fingers are left if they fold two fingers.

There are strong partnerships with parents in place at the setting. Staff establish effective two-way communication to keep parents up to date about their children's progress and next steps. Parents also contribute children's 'wow' moments from home. These contributions are displayed on the parent's notice boards. Staff share this information with children who are proud of their achievements. Staff use this information well to plan children's next steps.

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

- Leaders and staff have worked hard to improve their practice in developing children's independence since the last inspection. The children are familiar with the consistent routine and actively follow it. They attend to their self-care needs such as washing hands. Staff encourage the children to be independent as they make their own choice of where to sit. Children show joy in completing tricky tasks, such as putting their coats on, with minimal adult support. Staff praise them for their effort, and they show that this makes them feel valued and proud.
- Staff provide engaging opportunities for children to enjoy a healthy lifestyle. Children show good understanding of healthy and unhealthy food. Staff discuss with children the importance of having a balanced diet which helps children to understand that eating healthily links to their good health.
- Staff provide children with a wide range of literacy resources which encourages children to develop their fine-motor skills. For example, younger children explore paint with their fingers and older children work on pencil grip to form recognisable letters. However, staff do not carefully organise the book areas. Some of these areas are not attractive or inviting for children to comfortably

explore and develop a love of books.

- Children display good behaviour and enjoy the company of others. Staff are good role models and gently explain to children how they expect them to behave. Children share resources, take turns and play cooperatively. As a result, children are prepared with vital social skills for their next stage of learning.
- Children are confident to say how they are feeling today. Staff support children to explore and understand feelings in depth by focusing on a particular emotion every week. Children are confident to share the reasons why they may be feeling happy or sad.
- Parents are complimentary about the learning provided for their children. Staff share helpful information about children's learning and progress in a variety of ways. Parents contribute the information of children's achievement at home which helps staff to develop a wider view of children's experiences. It demonstrates that parents are fully involved in children's learning.
- Staff use observations to assess what children can do and already know. Children's next steps are then identified and weaved into the planning. All children, including those with SEND, make steady progress in their learning.
- Leaders support staff well. Staff receive regular supervision and peer observations to ensure that the quality of teaching is good. Staff access to various training to improve their knowledge and understanding of children's learning and development. Staff comment that they are well supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their responsibility to safeguard children. They know the signs which may indicate that a child is at risk of harm. Through continuous training, they are confident with the action to take if they have any concerns about children's welfare. The procedures for recruitment of staff are robust and this helps to ensure they are suitable to work in their roles. Staff encourage the children to think about their own safety. For example, explaining to them why they should not run indoors and what they can do instead. Children show confidence as they move and explore in the safe and secure nursery environment.

What does the setting need to do to improve?

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

- support staff to create more comfortable and inviting book areas that encourage children's love of books and further their literacy development.

Setting details

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| Unique reference number | EY314096 |
| Local authority | Hackney |
| Inspection number | 10214256 |
| 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 | 3 to 4 |
| Total number of places | 75 |
| Number of children on roll | 53 |
| Name of registered person | C.M.A. Community Nursery Ltd |
| Registered person unique reference number | RP525819 |
| Telephone number | 020 8806 0017 |
| Date of previous inspection | 1 November 2016 |

Information about this early years setting

CMA Nursery registered in 2005. It operates in the London Borough of Hackney. The nursery is open between 9am and 3pm on Monday, Tuesday, Wednesday and Thursday, and between 9am and midday on Friday. The setting closes on Jewish holidays. The setting employs 28 staff; of whom, 13 hold appropriate early years qualifications at level 3 and three at level 2. The setting receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Yuko Utsumi

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and the deputy manager about the leadership and management of the setting.
- The managers and staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, 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 carried out joint observations of group activities with the manager.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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