

Inspection of NurtureVille Nursery

13 Pier Road, LONDON E16 2LH

Inspection date: 6 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

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 greeted warmly by staff as they arrive to nursery. Most children happily take part in the varied activities provided for them. For instance, they enjoy using balancing beams and develop their physical skills. Children focus well when playing with water and capably use containers to fill and pour. They behave well. Staff successfully support children's understanding of how to behave, for example while praising them when they follow the rules.

The manager knows what she wants the children in the nursery to learn and why. However, staff's expectations for children's learning are not consistently high. Their interactions with children are variable. At times, some staff do not build on what older children know and can do, to help them make the best possible progress. They are not consistent in providing opportunities for all children to extend their language skills. As a result, children do not develop their communication skills as well as they could.

Children are safe and secure. Staff are friendly and approachable. However, at times, the key-person system is not effective in ensuring that the needs of all children are always met. For instance, on occasions, staff are not proactive in reassuring and comforting their key children who are visibly upset. This impacts negatively on children's emotional well-being.

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

- Children are settled, overall. They learn to listen attentively and concentrate well during activities. Older children learn about taking care of animals, for example while caring for their pet African snail. Children learn to be gentle and kind.
- Staff assess what children are able to do, for example through regular observations. They use this information suitably to identify any emerging gaps in children's development. However, some staff, particularly those working with older children, do not use what they know about children's achievements well enough. At times, they do not implement an ambitious curriculum that helps to extend children's learning further. Therefore, children are not always able to make the swift progress they are capable of.
- Staff share information with parents to keep them well informed about children's progress. Parents are involved suitably during children's settling-in periods.
- Staff implement some routines to teach children about how to manage their own personal needs, such as washing their hands before mealtimes. Staff also provide facilities for children to independently wipe their own nose. However, some staff are not consistent in supporting children to develop self-help skills. For instance, they wipe children's noses for them and do not encourage them to do it independently.

- Staff use children's home languages in the setting to assist children whose first language is not English. For example, they use apps to translate words into languages children speak to help aid their understanding. However, weaknesses in some staff's teaching mean that some children, including those who speak English as an additional language, do not make the best possible progress with their communication and language skills.
- Younger children are motivated and engaged well during activities. They enjoy interactive activities, such as 'what's in the box?', where children have opportunities to take turns, develop their vocabulary and think critically.
- Children eat nutritious, balanced meals. Staff provide opportunities for them to learn about healthy lifestyles, for example while talking about healthy and non-healthy foods.
- Staff encourage children suitably to join in with activities. Children are willing to 'have a go' and concentrate well. However, weaknesses in the key-person system mean, at times, children's emotional well-being and resilience are not always supported effectively.
- The manager monitor's staff's performance suitably. She recognises inconsistencies in staff practice. However, action has not been taken swiftly enough to make the necessary improvements.
- Staff have access to a range of training, such as promoting positive behaviour, as part of their ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of the different signs that may indicate a child is at risk of abuse, and they know how to report their concerns. Staff know what to do if they have any concerns about the behaviours of other members of staff and know how to keep children safe. They understand how to recognise if children, families or other staff show signs of holding extreme views. The provision has effective risk assessment procedures in place, such as daily checks, to ensure the premises and resources are safe. This helps to ensure children have a safe space for learning.

What does the setting need to do to improve?

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

	Due date
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improve the key-person system to ensure that all children's care and learning needs are met, with particular regard to fully supporting their emotional well-being	30/06/2022
develop staff's interactions with children to ensure that children are fully supported in their play and that they make good progress in their language development.	29/07/2022

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

- extend opportunities for children to do things themselves, to help them be more independent when managing their own personal needs.

Setting details

Unique reference number	EY442161
Local authority	Newham
Inspection number	10214253
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	2 to 4
Total number of places	42
Number of children on roll	47
Name of registered person	First Meditation Enterprise Limited
Registered person unique reference number	RP906958
Telephone number	0207 476 8500
Date of previous inspection	14 November 2016

Information about this early years setting

NurtureVille Nursery registered in 2012 and is located in the London Borough of Newham. The nursery is open each weekday from 7.30am to 6pm, all year round. The nursery currently employs 10 members of staff, all of whom hold qualifications from level 2 to level 6. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Saimma Akhtar
Anneka Mundy

Inspection activities

- This was the first routine inspection 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 took the inspector on a learning walk and told her about what they want the children to learn at the nursery.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- Parents provided feedback on their experiences of the nursery, and the inspector took account of their views.
- The inspector held discussions with the manager and looked at documents relating to staff suitability, such as their early years and first-aid qualifications.
- The inspector and the manager completed joint observations of a teaching activities to review the quality of education.

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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