

# Inspection of Docklands Day Nursery Warwick Grove

Wigan House Community Hall, Warwick Grove, London, Hackney E5 9JB

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Inspection date: 10 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children attending this setting are motivated and eager learners. They are keen to join in with the interesting and varied activities offered to them. The manager and staff have high expectations of children and what they can achieve. Staff skilfully plan activities that engage children. For example, children are keen to participate during song time and concentrate well. They excitedly choose pictures cards that correspond to a nursery rhyme to show which song they want to sing next. Children enjoy being involved in making choices and are confident to express what they want. They learn to take turns and listen to others' suggestions. Children make good progress and develop they necessary skills for their future learning and for school.

Children are well cared for and safe. Staff are deployed effectively to meet the needs of all children. They are warm and welcoming and form secure bonds with children. Children are visibly happily. Staff spend time getting to know their key children and support their individual care and learning needs well. They adapt their teaching well to support children at different stages in their learning. Children behave well. Staff successfully support children to understand what is right and wrong. They remind children of the rules to help children know what is expected of them. Children learn to be friendly and kind towards others and develop good social skills.

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

- Leaders and staff have a shared vision for what they want children to learn. They make developing children's independence, language skills and social skills a clear priority, to help prepare children for the next stage in their development.
- Children with special educational needs and/or disabilities or children who have any delays in their learning are supported well. Leaders and staff recognise any possible gaps in children's development and successfully plan activities to support their learning. Leaders and staff establish effective partnership working with other professionals. They seek advice from other agencies about additional ways in which they can support children who may need additional help.
- Staff teach children to be independent during their daily routines. For instance, they encourage children to tidy up after they finish playing and help them to pour their own drink. Children follow instructions well, are helpful and develop a sense of responsibility.
- Children develop an interest in stories and books. Staff frequently read with children and talk about the story with them. Younger children learn to look at the pictures and name what they see. Older children listen intently to stories and develop their listening skills well.
- Parents talk positively about the communication they receive from staff. Staff

regularly share information with parents to help them know how their child is progressing in their development. They inform parents about what children are learning in the setting to help them support children's development at home.

- Children are physically active and develop their physical skills well. For instance, they use equipment outside to climb and balance on. Children move with control and confidence. They learn how to use and hold objects, such as crayons to draw with, and develop good fine motor skills. They eat balanced and nutritious meals and learn about healthy lifestyles.
- Staff support children's communication skills well. Staff regularly sing songs and model language during activities. This helps children to develop their vocabulary and understand what words mean. Older children are confident communicators and can explain themselves clearly. However, there is scope for staff to increase the opportunities children have to use their home languages in their play and learning, to further aid their good language development.
- The manager monitors staff's performance well, for example through regular observations of their practice and supervisions. She identifies any areas in the setting that need improvement and makes clear action plans to help develop the quality of education for children. Staff have good opportunities to develop their teaching skills and practice, for example through attending training sessions. Staff have recently improved their knowledge of how to further support children's oral hygiene, to help deepen children's understanding of how to be healthy.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff understand their safeguarding responsibilities and know how to keep children safe. Leaders support staff well, for example through thorough induction procedures, to help them know what is expected of them in their role. They know the signs that may indicate a child is at risk of possible harm. They know how to report their concerns about children and what to do if there is an allegation made about a member of staff. The premises are clean, safe and secure. Staff follow safety procedures well. For instance, they regularly assess risks in all areas children use and identify and remove any hazards. Staff understand what to do in the event of a fire, to help maintain the welfare of children.

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

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

- develop opportunities for children to use and develop their home language in the setting.

## Setting details

<b>Unique reference number</b>	EY559083
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10230119
<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>	61
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Docklands Day Nursery Limited
<b>Registered person unique reference number</b>	RP532296
<b>Telephone number</b>	020 3417 0650
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Docklands Day Nursery Warwick Grove registered in 2018. It operates from Wigan House Community Hall in Upper Clapton, in the London Borough of Hackney. The setting receives funding to provide free early education to children aged, two, three and four years. It operates Monday to Friday from 7am to 7pm for 52 weeks of the year. The provider employs eight staff, five of whom hold appropriate early years qualifications. The manager holds early years practitioner status.

## Information about this inspection

### Inspector

Anneka Mundy

## 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 took the inspector on a learning walk and told her 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 inspector engaged with children at appropriate times.
- The inspector looked at documents relating to the suitability of those working with children, including their early years and first-aid qualifications.

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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