

Inspection of Chingford House Nursery

22 Marlborough Road, London E4 9AL

Inspection date: 16 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and well-settled at the nursery. They are greeted warmly by familiar staff as they arrive. This helps children to feel secure as they say goodbye to parents and carers. Children settle down to play and show a strong sense of belonging. Babies explore the indoor and outdoor areas confidently, making choices about their play. Older children are proud of their rooms and enjoy showing visitors the displays that they have created. Children of all ages show good personal care skills. For example, babies know where to find tissues and learn how to wipe their noses independently. They are taught to throw their tissues in the bin and wash their hands, which helps them to develop good hygiene routines.

Children learn to value their uniqueness and to understand and respect their differences. For instance, children and staff celebrate the diversity of languages in the nursery by singing songs in their home languages. This helps to boost children's self-esteem. Children understand the high expectations of staff. They are positive about their learning and behave well. Children are careful with the toys and resources and display kindness towards others. During group circle times, toddlers discuss their emotions and explain why they feel as they do. They quickly develop the confidence to express themselves because of the sensitive support from staff.

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

- Since the previous inspection, leaders have worked hard to raise the quality of the provision. There is a clear vision for future improvements and staff morale is high. Leaders have strengthened the systems to train and mentor staff. This has helped staff to improve their knowledge and teaching skills. For example, staff have a better understanding of how to promote children's early writing. However, some staff need more support to apply what they have learned consistently to their practice.
- Staff interact positively with children and provide a broad curriculum, based on the things that children enjoy. For example, staff provide activities and resources inspired by children's interest in animals and vehicles. Children discover new words and information as they look at books on these topics. They develop their creativity by making models and developing stories. This positive approach helps children to become confident and enthusiastic learners.
- Children show positive attitudes to learning. For example, older children make up storylines as they play with toy vehicles in the sand tray. They are confident to explore their ideas as they add water to make 'sticky mud'. Children discuss how they can free a toy bus that is stuck. They demonstrate a broad vocabulary and good thinking skills as they describe using a submarine to rescue the vehicle.

- Staff monitor children's development well and have a good understanding of their learning needs. They speak confidently about the progress the children have made and how they will support their next steps in learning. Staff work closely with parents and have developed links with other professionals, to help support children with special educational needs and/or disabilities (SEND). This helps to provide a consistent approach to children's care and learning.
- Overall, staff support children's language and communication skills well. They have received focused training in this area, which has taught them some effective teaching strategies. For instance, staff recognise when to simplify language, to help children understand and learn new words. However, staff could consider a wider range of ways to help children with SEND and those who speak English as an additional language to develop their communication skills.
- Children are active learners and relish the opportunities to play in the nursery garden each day. Older children enjoy regular forest school activities, where they explore the natural environment. This provides them with a wider range of physical challenges and helps them to learn about keeping safe.
- The partnerships with parents are valued and well established. Parents report that they are exceptionally well informed about their children's learning, which helps them to continue this at home. Some parents comment that they chose the nursery because it is very inclusive, staff are friendly and they feel welcomed.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff promote children's safety effectively. Staff understand how to identify signs of abuse and risks to children's welfare, such as the impact of neglect or domestic violence. They are vigilant and understand how to raise concerns. The manager knows how to take swift action to protect children or deal with allegations against staff. Staff assess potential risks in the environment to remove or reduce hazards. They supervise children well and teach them how to keep themselves safe. The provider carries out checks on staff to help ensure their suitability.

What does the setting need to do to improve?

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

- help all staff to make the most of professional development opportunities and consistently apply what they have learned, to further improve the quality of teaching
- support staff to build further on the ways that they promote children's communication skills, particularly for children with SEND and children who speak English as an additional language.

Setting details

Unique reference number	EY552668
Local authority	London Borough of Waltham Forest
Inspection number	10207285
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	0 to 4
Total number of places	68
Number of children on roll	52
Name of registered person	Akhtar, Zarkar Khatoon
Registered person unique reference number	RP552667
Telephone number	02085272902
Date of previous inspection	4 August 2021

Information about this early years setting

Chingford House Nursery registered in 2018. The setting is open each weekday from 8am to 6pm, for 48 weeks of the year. The provider employs 13 members of staff to work with the children, all of whom hold childcare qualifications at level 2 or above. The setting receives funding to provide early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises and explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education. This included a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The manager, the owner and the inspector met to discuss leadership issues, such as recruitment and staff training. They reviewed a sample of documents, including staff's suitability checks and first-aid certificates.

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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