

# Inspection of Academic Day Nursery

Academic Day Nursery, 1 Aden Terrace, London, Hackney N16 9BW

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Inspection date: 3 August 2022

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<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 are extremely excited to arrive at the nursery. Babies hold their arms out to the nurturing staff, who greet them affectionately. Older children separate from carers well and rush off to explore activities with their friends.

Children show great confidence in their play. Staff encourage babies to explore age-appropriate climbing equipment in the safe, enclosed garden area. They offer lots of praise for children's achievements. Older children show great perseverance in activities. When they become frustrated fitting various bolts and screws together, staff are on hand to encourage children. Staff use positive language to support children's efforts. Children of all ages engage well with visitors. They chat to them confidently about their interests and invite them into their play.

Children show high levels of curiosity in activities. Staff support this by planning interesting learning opportunities, which children engage well in. For example, children are experimenting with objects that sink and float. Staff support children's developing knowledge by asking thought-provoking questions. They allow children plenty of time to think and respond.

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

- Parents speak highly of staff and the care they offer. They comment on the high-quality communication they receive about children's development. Parents value the close relationships children form with staff and how this supports their well-being.
- Staff place sharp focus on children's literacy skills. They encourage babies to develop a love of stories by exploring books together in the cosy reading area. Older children enjoy exciting, interactive story sessions. For example, children are thoroughly engaged in a jungle story. Staff encourage them to select model animals and re-enact the story with their friends.
- Managers and staff build strong relationships with families from the start. Parents attend settling-in sessions with children. Staff use this as an opportunity to gather essential information about children's routines. This supports children to settle swiftly. Managers and staff work hard to establish effective methods of communication with families. They use electronic journals to share information about children's progress. Parents attend regular face-to-face meetings with staff. This enables staff to establish more detailed learning plans for parents to support at home.
- Staff support children's transitions well. Babies spend short periods of time each day in the toddler area. This prepares them for the busier environment when they move rooms. Older children hang their bags up on hooks and identify their names when registering. This prepares them for the routines of school.

- Staff create a language-rich environment for all children. Babies giggle with delight at the songs staff sing to them throughout the day. Toddlers enjoy sociable mealtimes. Staff sit with children and model new and descriptive vocabulary.
- Staff are knowledgeable about how children develop. They skilfully measure the impact of their teaching on children's learning. For example, children deduce that certain materials sink and others float. Staff encourage them to hunt for other objects in the room that may sink. This supports children in making good progress.
- Children behave well in the setting. They are kind to their friends and offer one another support. For example, when children are tired and unsettled, their friends bring them toys and invite them into their play. When children do not adhere to the rules of the setting, staff are swift to intervene. However, they do not consistently discuss with children why their actions are inappropriate.
- Managers have rigorous recruitment and induction procedures in place. This ensures all staff are suitable to work with children and have essential training prior to starting at the nursery. Managers conduct regular staff appraisals to identify areas of development. Staff have access to online training opportunities as well as group training sessions. This supports them in keeping their knowledge up to date. However, staff would benefit from more robust coaching and mentoring opportunities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a strong understanding of the signs and symptoms, which could indicate a child is at risk of harm. They confidently explain the process to follow when reporting concerns and the need to do so in a timely manner. Managers and staff work hard to ensure children are safe in the nursery. They conduct robust risk assessments and supervise children well during activities.

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

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

- enhance current methods of coaching and mentoring to support staff to raise the quality of their practice to a consistently high level
- consistently support children's understanding of the impact their behaviour has on themselves and others.

## Setting details

<b>Unique reference number</b>	2546243
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10215565
<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>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Academic Day Nursery Ltd
<b>Registered person unique reference number</b>	2546242
<b>Telephone number</b>	02072549200
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Academic Day Nursery registered in 2019 and is situated in the London Borough of Hackney. It operates from 8am to 6pm Monday to Friday, all year round. The setting employs 19 members of childcare staff. Of these, nine hold appropriate childcare qualifications at level 3 or above. The manager holds a level 6 qualification.

## Information about this inspection

### Inspector

Antonia Campbell

## 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 inspector considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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