

Inspection of Chingford Forest Day Nursery & Pre School

66 Yardley Lane, London, Essex E4 7RS

Inspection date: 15 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter happily and settle quickly on arrival. They form strong emotional bonds with the caring staff. Children confidently greet the inspector, showing that they feel safe in the nursery. Children behave very well. Staff are good role models and have high expectations for children's conduct.

There are plenty of opportunities throughout the day to play in the outside areas. Children practise their physical skills in the wheeled area. The slope in the garden is a source of challenge and delight as they push bicycles to the top of the hill and ride them down again at speed. Children develop their love for nature in the garden. In the peaceful, shaded garden, children scoop the bark with the diggers and play in the mud kitchen. Children are keen and motivated learners, who focus extremely well as they play alongside enthusiastic staff. For example, they eagerly search for bugs. Children use magnifying glasses to take a closer look. Staff explain the importance of being gentle with living creatures.

Children's opinions are valued. They are given the opportunity to express their ideas on how to develop the nursery. Staff know children's interests and they provide learning opportunities, taking these into account.

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

- Leaders have a clear and ambitious vision for future developments at the nursery. The manager actively supports staff to access training, to extend and develop their knowledge and skills. However, although practice is very strong in some rooms, other rooms need to be more closely monitored to identify where staff need further support and guidance. This is particularly evident around certain parts of the daily routines. For example, mealtimes are not organised as well as possible, to fully support children's learning.
- Children have access to an effective programme of educational activities, building on what they know and can do. Staff use their good knowledge of children's interests to plan activities. This keeps children motivated and engaged in their learning. For instance, children go on a bug hunt, supporting their interest in caterpillars and butterflies.
- Staff provide a language-rich environment and communicate well with children in a variety of ways. For example, in the baby rooms, staff talk about the children's play. All children enjoy singing and listening to stories. Staff question children effectively. They base the level of questioning on children's understanding. Visual prompts, such as a picture timetable, help children with the routines of the day.
- An effective key-person system helps children to feel safe and secure. Staff show respect and consideration when taking care of children's personal care

routines. When changing nappies, staff talk to children to let them know what is happening. This has a positive impact on children's confidence and emotional well-being.

- Children's individuality is respected. Children learn about the different cultures of their friends through books in different languages, celebrating festivals from around the world and exploring different foods. Staff teach children that it is OK to be different. These experiences help to prepare children for life in modern Britain.
- Staff monitor children's progress well to help to identify any gaps in children's learning. When the COVID-19 restrictions were lifted, staff noticed some delay in children's communication and social skills. They successfully focused on helping children to catch up on these essential skills, to prevent any long-term effect on development. As a result, children make good progress from their starting points.
- A strength of the setting is the support it has in place for both children's and staff's well-being. A sensory room has been created which staff and children can access, when they feel anxious. Support sessions are held with staff in this calming environment.
- Staff work well with parents. Parents praise the dedicated staff and say that their children enjoy attending. Daily feedback is given about their child's day. Parents are also updated on their child's development using an online platform, where parents can add comments to contribute to their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible indicators that a child may be at risk of abuse. They have a strong knowledge of wider child protection issues. They understand how to report their concerns, internally and externally, if they have concerns about children or a member of staff. Staff reduce hazards to minimise accidents. Children are closely supervised, and staff ensure the premises are secure. Staff are trained in paediatric first aid and accurately record any accidents that children have. The provider has robust recruitment procedures in place and monitors staff's continued suitability.

What does the setting need to do to improve?

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

- review the lunchtime supervision of children and organisation of mealtimes, to ensure that staff fully support children's routines and learning.

Setting details

Unique reference number	2546099
Local authority	London Borough of Waltham Forest
Inspection number	10215560
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	42
Number of children on roll	101
Name of registered person	Three Little Birds Nurseries Limited
Registered person unique reference number	2546098
Telephone number	02085244648
Date of previous inspection	Not applicable

Information about this early years setting

Chingford Forest Day Nursery and Pre School registered in 2019 and is based in Chingford, London, Essex. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications up to level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- Children spoke to the inspector during the inspection.
- 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 a joint observation of a group activity with the manager.
- The inspector spoke to several 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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