

Inspection of Belmont Day Nursery Ltd

69 Belmont Road, Ilford, Essex IG1 1YW

Inspection date: 10 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they are happy at this warm and welcoming nursery. The staff are kind and provide a calm and nurturing environment, which helps children feel safe and secure. Staff use children's home languages to communicate with them, to support their understanding. Children settle in quickly and become confident learners. For example, toddlers move around the nursery independently to explore the good range of toys and activities on offer. Adults are vigilant and at hand to support their learning as they play. For instance, children learn about emergency vehicles, and that an ambulance takes sick people to the hospital. Adult-led activities take into account children's interests and what they need to learn next. For instance, they are fascinated to watch the demonstration of an activity about floating and sinking. They show excitement as they have a go experimenting with different objects. As a result, they develop positive attitudes to learning. Children concentrate and have fun as they create puppets from art and craft materials. They proudly show off their models to adults who praise them in return. This boosts their self-confidence. Children behave very well. They listen attentively and wait patiently to take turns. They cooperate and play respectfully with each other.

Children enjoy, listen and join in with actions to familiar songs and rhymes. This promotes their language skills. They foster a love for reading from an early age and eagerly choose books from the shelves, browsing through them with interest. Staff use circle time for structured, shared reading. However, on occasion, the circle time is not managed effectively and hence becomes a little chaotic. This leads to children becoming distracted, so not all children benefit. Overall, staff plan a well-designed curriculum across all areas of learning. Leaders have an effective assessment and monitoring process, and this ensures children make progress. Those children with special educational needs and/or disabilities (SEND) and their families are very well supported.

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

- Staff carefully deploy themselves so they can support children's learning. For example, they describe what children are doing as they role play and use words to enhance children's understanding.
- Staff speak passionately about supporting children at the nursery. They understand the important role they play in educating young children.
- Children develop a good range of independence skills during their time at the nursery. For example, toddlers wash their own hands and eat independently using cutlery. They learn to wipe their nose and dispose of tissues appropriately in the bin. Adults teach them how to 'wipe, wipe' the tables and sort the toys away when it is tidy-up time. Staff work closely with parents to help children

become toilet trained.

- Staff give children time to complete activities at their own pace. They have the opportunity to revisit their favourite activities from their inside play during outdoor play. This helps them to consolidate their learning.
- Overall, children are encouraged to develop their skills in early writing and the learning of numbers and counting well. However, this is not fully embedded throughout the curriculum. Therefore, older children in particular, do not receive consistent opportunities to learn mathematical language and develop the skills that they need in preparation for school.
- Children are supported to adopt a healthy lifestyle. For instance, they are encouraged to taste different fruits at snack time and to eat their carrots because 'they are good for eyes'. They have daily opportunities for fresh air and exercise, as they play in the garden or go out for local walks. This aids their emotional well-being.
- Children develop good physical skills, for example, as they use the large apparatus and slide and ride tricycles.
- Children learn about the wider world and the diverse community they are part of. They learn about their own festivals and those of their peers. Parents are invited into the nursery to take part in a cultural food day.
- Children transition well into the nursery. Staff use visual boards and activities, which further supports those who speak English as an additional language.
- The nursery establishes strong parent partnership. Parents talk highly about the support they receive, including that during the COVID-19 pandemic, to help them further engage and extend their children's learning at home. They feel they are listened to, and their opinions valued.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture at the nursery for safeguarding children. Staff have a clear understanding of their role in keeping children safe from harm. They are confident in identifying signs and symptoms of abuse, including those of female genital mutilation and that of extremism and radicalisation. They know and understand the procedures they must follow to report any concerns they may have. Leaders and managers ensure that staff undertake regular training and further revisit and check staff's knowledge during frequent staff meetings.

What does the setting need to do to improve?

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

- evaluate the organisation of circle time to ensure all children benefit from shared story time
- embed the teaching of mathematics within the curriculum, particularly for older

children.

Setting details

Unique reference number	EY311557
Local authority	Redbridge
Inspection number	10234948
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	93
Number of children on roll	100
Name of registered person	Belmont Day Nursery Ltd
Registered person unique reference number	RP904388
Telephone number	0208 553 2020
Date of previous inspection	9 December 2016

Information about this early years setting

Belmont Day Nursery Ltd registered in 2005. It is situated in Ilford, in the London Borough of Redbridge. The nursery is open Monday to Friday, from 7am until 7pm, all year round, except for bank holidays. There are 22 members of childcare staff. Of these, five hold qualifications at level 3 and seven hold qualifications at level 2. The nursery receives early education funding for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Khadeeja Mehtar

Inspection activities

- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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