

Inspection of Cribs Day Nursery

Butchers Road, Canning Town, London E16 1PH

Inspection date: 1 November 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 Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly on their arrival by friendly staff. They leave their parents happily and are ready to learn. Children's independence is highly promoted. For example, as soon as children come in, they are encouraged to find their pegs and put their belongings away. Children continue to develop their independence throughout the day. For example, when coming in from the garden, children hang up their own coats. This provides consistency for children and allows them to become self-sufficient later in life.

With support from familiar staff, children are happy to explore the stimulating activities that are on offer for the day. They have access to an outdoor environment at different times. Children of all ages mix together outside. This helps younger children to learn from older children. It also supports older children to have a sense of responsibility and be good role models for younger children.

Children are confident to approach the inspector, as they know that familiar staff are close by. For example, older children engage the inspector in their play, but look to familiar adults for reassurance if needed. This demonstrates that children feel secure and safe in their environment.

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

- Staff teach children mathematical concepts well. For example, older children have opportunities to explore different mathematical activities, and staff encourage them to count. Children have a good understanding and use mathematical terms in their play, such as counting how long the food might take.
- Children behave well. They follow the routines, and staff show good role-modelling practices. For instance, children learn to share and take turns. They very soon begin to learn the routines of the day and understand the setting's 'golden rules'.
- Parents are happy with the service that they receive. They know their child's key person, who helps them to understand about their children's developmental needs through meetings. Parents feel supported and listened to by staff.
- Managers and staff promote equality and diversity through the promotion of British values in everyday practices and special events. For example, staff, parents and children join in 'World International Day' to celebrate where they are from, with activities, food and traditional dress.
- Children manage their own self-care, and staff support them to be independent learners. For example, staff encourage children to wash their hands when coming in from the garden or before mealtimes. Children serve themselves during mealtimes.

- Staff provide children with a stimulating and engaging environment, which allows them to have a go at activities. Staff plan based on children's interests and areas for learning. For example, a finger-gym activity allows children to develop their fine motor skills through unique ways, such as using elastic bands to stretch over bolts and create patterns. However, staff do not consistently develop children's thinking and learning on an individual basis. They do not understand fully what all children can do and how to support their learning to ensure progression in their individual development.
- Staff understand children's needs and listen carefully to children when they play. This allows staff to plan child-led activities and helps children to be in control of their learning. Children to feel valued and develop a love of learning. However, there needs to be more support around extending children's communication and language. For example, additional support to build on children's vocabulary and extend their learning through play.
- Staff have strong outside links with different agencies to provide support for children and their families. For example, they work together to create individual plans for children with special educational needs and/or disabilities.
- There is an strong sense of communication with the parents. Following the COVID-19 pandemic, staff have been very flexible, allowing parents to adjust to a new balance and speak openly with staff and managers. Parents feel a sense of community and enjoy large group trips with the children, such as a family visit to a theme park.
- Staff feel well supported and speak well of managers. They comment positively about the different ways they have been supported.
- Children's physical health is promoted, such as through regular outdoor play. Staff also plan outdoor trips to different local parks to challenge children in different ways physically. Children of all age groups explore the outdoors and understand the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of abuse and the procedures to follow if any concerns arise. They understand a range of safeguarding concerns, including female genital mutilation and 'Prevent' duty. Managers have a good knowledge of the procedures for documenting and reporting anything that may arise. Staff undertake regular safeguarding training, to keep their knowledge up to date. Managers have a good understanding of the procedures to follow if an allegation is made against a member of staff. Staff have relevant paediatric first-aid qualifications and have a good knowledge of how to respond in a medical emergency. Managers work with outside agencies to give children support, when necessary.

What does the setting need to do to improve?

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

- support staff to have a deeper understanding of the intent of the curriculum so that all children benefit from opportunities to extend their learning further
- develop further strategies to enhance all children's communication and language skills and support their growing vocabulary.

Setting details

Unique reference number	EY349473
Local authority	Newham
Inspection number	10235087
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	1 to 4
Total number of places	27
Number of children on roll	23
Name of registered person	Ajala, Valerie Yewande
Registered person unique reference number	RP905635
Telephone number	0207 4744844
Date of previous inspection	16 December 2016

Information about this early years setting

Cribs Day Nursery registered in 2007. The setting is situated in Canning Town, within the London Borough of Newham. It operates each weekday, throughout the year, from 7.30am to 6.30pm, with an option for after-school care. The setting provides funded early education for children aged two, three and four years. It employs seven members of staff, including the manager. Three staff members hold appropriate early years qualifications at level 3, and the manager holds an early years degree.

Information about this inspection

Inspector

Tania Poulton

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities 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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