

Inspection of The Hub Nursery

Eastlea Community Resource Centre, The Hub, 123 Star Lane, London E16 4PZ

Inspection date: 6 December 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 are happy in this nursery. They demonstrate confidence and chat excitedly with their friends and staff. Children behave well. They take turns and share. Staff remind children to use their 'walking feet' when moving around the nursery, if they forget. Staff plan activities with children's next steps in learning in mind.

Staff respond warmly to children. They cuddle up and read books, or hold hands and sing together as they walk around the nursery garden. Even the youngest children spontaneously start to sing songs, and staff quickly pick up on the song and start to join in. Staff develop children's language through thoughtful questions and by commenting on what they are doing. For example, they provide a commentary when children pretend to be hairdressers with dolls in the role-play area. Staff teach children about how to be healthy. They talk about the drinks that are best to help keep children's teeth strong.

Staff provide children with opportunities in literacy and mathematics as part of the everyday provision in the nursery. Children enjoy reading books together, singing number songs and finding the next number bead to thread onto a necklace with a staff member. Staff praise children for their effort and achievements. Children are encouraged to praise others when they notice that they are doing well.

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

- Staff know children well. They work with families before children start at the nursery to find out what they can already do. Staff make regular assessments of children's learning and development. They plan activities sparked by children's interests to support their next steps in learning.
- There is a strong focus on children's communication skills and staff model language throughout the day. Staff working with the youngest children name the food at lunchtime and children repeat the words. Older children and staff chat about what drinks are healthy and how to take care of their teeth, while eating lunch together.
- Staff encourage children's independence skills in some areas. For example, older children serve their own food and pour water into cups. However, at times, staff do not provide opportunities for children to do things for themselves. For example, staff rush to fasten children's coats up, rather than encouraging them to try to do this for themselves. This does not support children to learn skills that could help them in the future.
- Staff use praise to manage children's behaviour and to build their self-esteem. Children are offered choices to support them to feel involved in the routines of the day. They are confident to ask staff for help if they need it.
- Staff place an importance on relationships with children's families. Staff take

time to ensure that there is a thorough handover when children are collected at the end of their session. Parents feel that they know how their child is getting on at nursery. They are informed of how they can support their child's learning and development at home. Parents can approach the manager if they have any concerns about their child.

- There is a programme of supervision in place for staff, and the manager values the importance of nurturing staff, as well as children in the setting. Staff feel that they can approach the manager if they need support.
- There is an effective key-person system in place, and relationships between staff and children are warm and playful. In the baby room, staff encourage children to crawl through the play gym and play peekaboo with them. Children giggle as they carry on this game.
- Children can use the outside area throughout the day, including a separate area for the youngest children. There is a range of activities available outside for children, but this is an area that the manager would like to enhance. She recognises that this will further support children who prefer to learn outside to access all areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe, and are aware of the signs and symptoms that could indicate a child is at risk of harm. They are confident to describe the procedures to follow should they have a concern about the safety of a child or family. Staff are confident with the process to follow should they have a concern about a colleague. They work with parents to ensure that they are aware of the risks associated with their children using technology. Children speak to parents about using parental controls to reduce the risk of children accessing inappropriate content on devices in the home.

What does the setting need to do to improve?

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

- maximise opportunities for children to further develop their independence skills
- enhance the opportunities for children who prefer to learn outdoors to access all areas of learning.

Setting details

Unique reference number	EY282800
Local authority	Newham
Inspection number	10234801
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	33
Number of children on roll	21
Name of registered person	The Foundations for Learning Partnership Limited
Registered person unique reference number	RP517577
Telephone number	020 7474 2102
Date of previous inspection	20 January 2017

Information about this early years setting

The Hub Nursery registered in 2005. The nursery is situated in Canning Town, in the London Borough of Newham. It opens for 51 weeks of the year, from 8am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children. There are five members of staff, three of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Kathryn Irvine

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 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 a joint observation of a small-group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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