

Inspection of Barkantine Community Nursery

105a Mellish Street, Isle of Dogs, London E14 8PR

Inspection date: 6 January 2023

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

Leaders and staff have created a harmonious and welcoming environment. Children demonstrate that they are well settled and thoroughly enjoy their time at the nursery. Staff have close and very nurturing relationships with children. This helps children to separate easily from their parents and join in with the activities and experiences on offer. Children feel safe and secure. They behave well as they learn to follow routines and understand what staff expect of them. Children learn to be respectful and caring towards others and all living creatures. For example, they give each other cuddles when needed. Furthermore, when children notice a 'wiggly' worm in the middle of the footpath, they help to carry it near the soil. This shows children's growing awareness and love of the natural world around them.

Staff and leaders want children to achieve all that they can. They design the curriculum based on children's interests and what they need to learn next. For example, children learn to use a range of tools and materials during forest school sessions. Staff use information gathered through their observations of children to provide meaningful experiences to help extend their learning further. All children make good progress in relation to their starting points in learning. This includes children with special educational needs and/or disabilities, children who speak English as an additional language and those who receive funding.

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

- Children are keen and enthusiastic learners. They happily explore a wide range of high-quality and easily accessible materials and resources. This helps to support children's growing independence skills and inspires them to learn more.
- Leaders have a clear intent of what they want children to learn. Staff are skilled at sequencing children's learning. Overall, their quality of teaching is good. However, on occasion, staff do not plan group activities consistently well to ensure that the learning of all children taking part is maximised.
- There is a strong focus on children's communication and language development. Staff support children to extend their vocabulary. For example, when children ask, 'What is it that green thing?' staff explain that what they see in the distance is called a 'cannon' and they help children to understand what it is.
- Babies happily snuggle into staff's laps ready to listen to the story or look at books together. They explore soft books independently. Staff engage children well as they read to them throughout the day.
- Children's mathematical knowledge is supported well. Staff help children to notice numbers in the environment, such as while on daily walks. Children learn to recognise numerals and use positional language in conversations.
- Children's physical health and well-being are a high priority for staff. Leaders ensure that children eat nutritious and balanced meals and learn about how

certain food is made. For example, children learn to use a churner to make butter. Children play outdoors each day. They enjoy vigorous exercise, as well as walks to the farm or local parks.

- Children have many opportunities to practise and strengthen their small muscles. They happily join in art activities as they paint and draw confidently. This helps to prepare them well for the next stages in their learning.
- Children are always kept safe. Some staff remind children of the rules, such as that they should not speak to strangers. However, staff do not consistently teach children about safety, to strengthen their understanding even further.
- Leaders evaluate the provision effectively and identify staff's training and support needs. For example, staff have attended various training, including team leading. This has led to further improvements in the effectiveness of teamwork within the nursery.
- Parents speak highly of the caring staff. They say that staff keep them informed about their children's learning through daily chats and via an online application.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge of child protection matters and what to do should they have concerns about a child's welfare. They have a clear understanding of what to do if any allegation is made against a member of staff, or if they have concerns about a colleague's conduct. Staff are fully aware of their responsibilities around safeguarding, including matters related to the 'Prevent' duty. They use risk assessment to help keep children safe. Leaders follow safer recruitment procedures to help assess the suitability of staff working with children.

What does the setting need to do to improve?

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

- review the planning and organisation of group activities to ensure that the learning of all children taking part is maximised
- teach children consistently about safety, to strengthen their understanding even further.

Setting details

Unique reference number	EY288508
Local authority	Tower Hamlets
Inspection number	10266626
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	52
Number of children on roll	48
Name of registered person	Barkantine Community Nursery
Registered person unique reference number	RP524662
Telephone number	020 7538 8487
Date of previous inspection	7 August 2018

Information about this early years setting

Barkantine Community Nursery registered in 2004 and is located on the Isle of Dogs in the London Borough of Tower Hamlets. The setting operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and the Christmas period. It receives funding to provide early education for children aged two, three and four years. The setting employs 21 members of childcare staff, all of whom have relevant qualifications. The manager and one other member of staff hold early years professional status and early years teacher status. Two further members of staff hold degree-level qualifications.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk and discussed how the curriculum and the setting are organised.
- Parents, children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.
- The deputy manager completed joint observations with the inspector to evaluate the quality of education.
- The inspector observed the quality of education and assessed the impact on children's learning.
- The inspector reviewed a sample of documents, including suitability checks and other relevant records.

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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