

# Inspection of Senator Preparatory School

157 Wakefield Street, London E6 1LG

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Inspection date: 13 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and safe at the setting and are keen to take part in the interesting and stimulating activities. Staff plan a well-organised environment, and children know where resources are and can access them easily. The curriculum is well planned and challenging, which helps to support children in their learning and eventual move on to school. Staff know the children well and have built strong, caring, affectionate relationships with them. Children show positive attitudes to learning. They are well behaved, share and take turns, and listen to instructions.

Children listen intently to the 'Rainbow Fish' story and learn about the unique fish with shimmering scales. Staff support children to understand the importance of sharing by talking about how the fish eventually learns to share his shimmering scales and makes friends. Children develop their creative skills as they cut and stick shiny scales for their fish picture. They concentrate and focus, and develop their fine motor skills.

Staff have high expectations of children. They join in with children's play and explorations without taking over. Children enjoy taking part in music activities with different instruments, which helps support their physical development and understanding of rhythm.

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

- Staff work well in partnership with parents. They obtain relevant information when children start at the nursery. Staff share important information with parents about their child's development. They encourage parents to extend their child's learning at home. Leaders know the families well and offer ongoing support, and are respectful of their individual needs and circumstances.
- Leaders use additional funding well to support children to make good progress. For example, staff have developed a sensory area to offer children a calm and comforting space to relax.
- Staff organise the outdoor space to enhance children's learning outdoors and offer them opportunities to gain further skills for their future.
- Staff help children to play and explore freely. Children move across the large, well-resourced hall between activities that attract their attention. They particularly enjoy the role-play area, re-enacting real-life experiences and scenarios they have made up.
- Staff talk to children clearly and in plain English. They read to children and children respond well. Children develop their own language and vocabulary well.
- Children develop self-help skills effectively. They attend to their care needs such as toileting and handwashing. Staff ensure that younger children's needs are met, such as nappy changing. Children serve their food and tidy away their toys.

They put on their own coats and take part in self-registration.

- Staff provide healthy, varied meals, which children cannot wait to eat. Staff encourage children to talk about the benefits of a healthy lifestyle, which gives clear messages about good food choices.
- Children's backgrounds are celebrated as staff communicate to children and parents in their home languages. Staff provide different experiences of cultural celebrations throughout the year. All children have equal access to play and learning experiences.
- Staff use direct teaching well to help children learn. However, on occasion, staff do not always consider children's individual learning stages so that they gain as much benefit as possible from the activities.
- Leaders and staff work very well to support children with particular needs. Staff provide individual care and work with external agencies and parents. Staff carry out observations and assessments when children start at the nursery, as well as ongoing, continuous evaluations.
- Leaders support staff well, and offer them opportunities for continuous improvement. Staff are part of regular supervisions and attend staff meetings.
- Staff are thoroughly vetted and their ongoing suitability is checked.
- Leader and staff continually evaluate the provision to help ensure that improvements are made. For example, staff monitor the curriculum to see what can be improved, including how children play with resources. Leaders have systems in place so that parents can rate the nursery and give feedback.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibilities to help ensure the safety of children. Leaders and staff have a good understanding of child protection. They can recognise possible signs and symptoms of harm and the wider aspects of safeguarding. Staff know what immediate action to take and how to follow procedures to alert leaders and external agencies. They attend regular training to help update their knowledge and understanding. They are aware of signs of extreme views and ideology. Staff carry out robust risk assessments to help ensure the safety and security of the premises. All staff are trained in first aid which helps them to respond swiftly to any accidents or incidents.

## **What does the setting need to do to improve?**

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

- during learning activities, ensure that planning takes in to account children's different developmental levels by adjusting and changing activities to meet the needs of the individual child.

## Setting details

<b>Unique reference number</b>	2604234
<b>Local authority</b>	Newham
<b>Inspection number</b>	10260410
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	84
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Senator Preparatory School Ltd
<b>Registered person unique reference number</b>	2604232
<b>Telephone number</b>	07903651464
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Senator Preparatory School registered in 2020. It is situated in East Ham, in the London Borough of Newham. The setting operates Monday to Friday, from 7.30am to 6.30pm. It is in receipt of early education government funding for two-, three- and four-year-old children. There are five members of childcare staff, of whom four are qualified, from level 2 to level 6.

## Information about this inspection

### Inspector

Caroline Preston

## 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 leaders and has taken this into account in their evaluation of the nursery.
- The inspector held discussions with senior leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector and the deputy manager had a learning walk together, across all areas of the nursery, to understand how the curriculum is organised and delivered.
- The inspector observed staff's interactions with children and activities inside and outside.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation, including staff's suitability records.
- The inspector spoke to parents, staff and children at appropriate times throughout 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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