

# Inspection of Emmanuel Community Church Nursery

102-106 Erskine Road, Walthamstow, London E17 6SA

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Inspection date: 2 March 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 arrive happy and ready to start their day. They find their name card and proudly hang it on the registration tree. Children have a wide range of resources and activities to choose from both inside and outside. For example, children choose what superheroes they want to create using paper faces, and then carefully stick on the eyes, nose and mouth. They pick what type of hair they want and then show off their finished creations to their friends and staff.

Children have secure relationships with staff. They are confident and eager to learn. Children are encouraged to be independent; for example, they choose what fruit they would like and pour their own drinks at snack time. Children put on their own coats and persevere to fasten their zips. Children behave well. They say 'please' and 'thank you' and are respectful of their friends and staff. Children follow good hygiene procedures. They wash their hands before snack, after playing outside and after they have been to the toilet. They are learning the skills they need for future learning.

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

- Children are encouraged to be independent and make their own choices. Staff know their key children well and provide a sequenced curriculum based on their interests. They challenge the children, encouraging them to learn to self-regulate, manage emotions, discuss their feelings and solve their own conflicts.
- The manager and staff have a vision for the pre-school and have high expectations of what they want the children to learn. They support the children to be independent, resilient and physically active. For example, the children take part in group music-and-movement sessions. They sing, dance and follow instructions. They learn to hop, jump and skip. This builds children's core muscles and balance. However, there are occasions when the group sizes are unmanageable, which results in some children not being able to fully participate.
- Children make good progress from their starting points, particularly children with special educational needs and/or disabilities. The special educational needs coordinator (SENCo) plans stimulating and targeted activities to support children. She sensitively supports the children and has high expectations of what the children can achieve. She works closely with parents and other professionals to meet children's individual needs. The SENCo builds on what the children already know and prepares them for the next stage of their learning.
- The pre-school works closely with parents, informing them of what the children are learning, so this can be continued at home. There is an effective key-person system in place that supports children's well-being. Parents are kept updated about their children's progress and next steps. Parents state that they feel fully included. Additional funding, such as early years pupil premium, is used

effectively to support children's development and experiences.

- The manager is reflective of the learning environment. She ensures children have room and space to play and explore. For example, children transport the play dough to the role-play kitchen where they mould it into their favourite foods. This helps develop children's creativity and imagination.
- Staff help children to understand mathematical concepts. Children are encouraged to use mathematical language, such as 'bigger', 'smaller', 'more' and 'less'. Staff use stories and rhymes to introduce numbers and encourage the children to count along with them. For example, when reading the story of the hungry caterpillar children count the fruit and food in the story.
- Children are introduced to new and more complex vocabulary. Story times are sequenced. For example, staff split the children into age and developmental groups. Staff read simple stories to younger children using props while older children hear stories that rhyme and they are encouraged to take part and anticipate what will happen next.
- Leaders and staff promote healthy lifestyles. They work with parents to provide children with a balanced and nutritious diet. Children are learning which foods are good for them and which are not. Staff have a good understanding of children's allergies and preferences. Staff promote good oral health. Children play with giant teeth and toothbrushes. Staff explain to children the benefits of looking after their teeth. This helps to promote children's health and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding and how to keep children safe. They are aware of the signs and symptoms of abuse and the local risks in their community. The manager has a good recruitment procedure and ensures that all staff have an induction. Staff are aware of how to report an allegation against a member of staff. Staff attend regular meetings, which helps to support their knowledge on safeguarding and ensure it is up to date. The manager carries out regular risk assessments to minimise risks and maintain the children's safety.

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

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

- plan group activities carefully to make sure that all children are fully able to participate.

## Setting details

<b>Unique reference number</b>	2599809
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10276041
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Emmanuel Community Church International CIO
<b>Registered person unique reference number</b>	2599811
<b>Telephone number</b>	020 8521 4823
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Emmanuel Community Church Nursery registered in 2021 and is located in the London Borough of Waltham Forest. The nursery is open from 9am to 3pm, term time only. The nursery employs seven staff, all of whom hold early years qualifications at level 3 or above. The manager holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Hilda Miller

## Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.

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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