

Inspection of N Family Club Stratford

70 Villiers Gardens, London E20 1DW

Inspection date: 9 March 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and are greeted by warm and welcoming staff at this nursery. They show they feel safe and secure as they quickly settle to start their day. The leader's curriculum is broad and very well balanced. Staff plan activities that are engaging and child-centred. For example, children giggle with excitement as they explore brightly coloured foam. They enjoy being creative as they stick natural resources on cards during collage craft making. Children enjoy going on regular walks to explore places in the local community.

Staff have high expectations for children's early language and literacy skills. Babies confidently move from babbling to saying words. Older children learn to recognise letters, their names and sounds in words.

Children behave well at the nursery. Staff sensitively intervene when children are in the earlier stages of learning the boundaries. They give children age-appropriate explanations for why some behaviour is undesirable. Children learn to treat the toys well. They have close relationships with the adults. Overall, staff promote most aspects of children's independence well. For example, children self-register and put away their belongings as they arrive. They learn to confidently manage their own toileting and hygiene needs.

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

- Across the nursery, staff promote children's communication very well. Staff consistently model how to say words and phrases as they play with children. They describe children's actions and use signing as they emphasise key vocabulary. Babies confidently respond to their key persons using single words and signing. Staff make good use of resources as they play with children. Children repeat new words they hear and speak confidently using correct sentence structure.
- Children build a good knowledge of familiar stories and their events. They listen attentively as staff read to them. Staff provide good opportunities for children to revisit books and re-enact their events. Children engage well as staff retell stories to them. They actively participate using props, puppets and small-world resources.
- Children build good physical skills as they play. They develop strong hand muscles from scissor-cutting activities, tracing shapes and mark making with chalks. Children enjoy exploring what their bodies can do as they dance, stretch and join in with action songs.
- Staff are patient and nurturing towards children. They listen to children and promote their understanding about different feelings. Children copy staff actions. For example, children who prefer not to nap help staff soothe their friends to

sleep at rest times. They show they regard the needs of others by calmly playing in the room.

- Staff promote children's early mathematics skills. Children enjoy learning to count and represent quantities as they sing action songs. Children learn about capacity during water play involving pouring and filling. Older children have opportunities to become familiar with measuring and time.
- Children show they are keen to learn. They concentrate well and remain absorbed in their play. For example, younger children spend time painting with their hands. They sit and focus well during small-group activities. Children are confident to show models they make to adults.
- Parents describe staff as attentive and supportive. They feel they receive good written information about their children's progress and development.
- Overall, staff promote children's self-help skills such as dressing and eating by themselves well. However, at times, the deployment of less-experienced staff means some children's awareness of how to care for themselves is not consistently supported. During the inspection, supervised children accessed outdoor play in inappropriate clothing. They splashed in puddles and did not realise when they were getting soaked.
- Since the previous inspection, leaders have committed to implementing an action plan to secure continuous improvement. They have ensured staff receive training that has raised the quality of much of the teaching and interactions. Leaders provide ongoing support for the special educational needs coordinator (SENCo), who is new to her role. Children with special educational needs and/or disabilities (SEND) receive support to reach their identified targets.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the signs that may indicate that children may be at risk of abuse or harm. They know how to report their concerns to the appropriate authorities. Staff know their whistle-blowing responsibilities. They have a clear procedure for reporting any concerns about changes in a colleague's behaviour. Managers understand how to check the suitability of staff. Staff conduct regular risk assessments of the nursery to ensure that children are kept safe. They ensure that appropriate adult-to-child ratios are always maintained.

What does the setting need to do to improve?

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

- strengthen the deployment of staff, particularly those who are less experienced, so children's self-help skills are consistently promoted wherever they play
- continue implementing the devised action plan and support for staff so the quality of staff's teaching and practice is consistently high across the provision.

Setting details

Unique reference number	2629994
Local authority	Newham
Inspection number	10270128
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	107
Number of children on roll	141
Name of registered person	N Family Chobham Manor Ltd
Registered person unique reference number	2629992
Telephone number	07912886084
Date of previous inspection	15 November 2022

Information about this early years setting

N Family Club Stratford registered in 2021 and is located in Stratford, in the London Borough of Newham. The nursery operates Monday to Friday from 7am to 7pm, apart from Christmas and bank holidays. There are 61 members of staff. Most staff hold relevant qualifications at level 3 and above. The manager has a level 5 qualification. The nursery provides funded hours for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Olivia Awolola

Anne-Marie Giffits-Walker

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the nursery and have taken that into account in their evaluation of the provider.
- The manager joined one inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspectors during the inspection.
- The SENCo spoke to the inspectors about how they support children with SEND.
- The inspectors spoke to the senior leadership team about the leadership and management of the nursery.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors completed three joint observations with the manager and they evaluated the quality of teaching and practice together.
- The inspectors 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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