

# Inspection of Mudchute Farm Day Nursery

Mudchute Farm & Park, Pier Street, London E14 3HP

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Inspection date: 9 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 and secure in the nursery. They are confident and have developed a true sense of belonging. Children have access to an environment that is exceptionally well-thought-out and the activities and resources are interesting and inviting. For example, children join in games where they take turns to throw beanbags into a target. They follow instructions, jumping on the spot, hopping, and making funny faces. They take turns and cheer on their friends. Children negotiate, aim, and skilfully throw balls through the basketball hoop. They are learning to be supportive of their friends and develop their balance and coordination skills.

Children make their own choices. They choose what they want to play with and where. Young children play with a cornflour and water mixture. They move their fingers through the liquid, making marks and patterns. Children use their imagination as they play with play dough. They mould the dough into worms and then shorten the worms to create candles for their pretend birthday cakes. Children follow good hygiene procedures. They know to wash their hands after playing outside and after going to the toilet. This promotes their health and well-being.

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

- Leaders and staff have a good understanding of what they want children to learn. They know how to sequence the curriculum so that children are ready for the next stage of learning. For example, staff introduce children to ice play. Children add water to the ice and use spoons to chip it away as it melts. Staff are preparing children for future learning.
- Most staff encourage children to be independent and make their own choices. Children select their own snacks and drinks. They serve their lunch and choose what activities they want to take part in. However, in the toddler room, staff are not always consistent in their approach and do not always provide enough challenge to more able children. Furthermore, there are times when staff do not always make use of opportunities to promote children's independence. This impacts on the learning opportunities available.
- Staff support children's language development. For example, when playing with and examining shells that look the same, staff explain that these are 'similar'. They reinforce this learning with further questioning and examples. Staff discuss the sea animals and what they eat. They explain that they eat 'plankton' and live at the bottom of the ocean.
- Children have access to books and stories. Staff read the story about a hungry caterpillar. They select the food the caterpillar eats from the basket of props. Children carefully count each item of food, matching the totals to the number in the story. They are being introduced to numbers and mathematical concepts.
- Staff are provided with a range of training opportunities to help them to support

children's learning. They state that they feel well supported and that the leadership team has an 'open-door' policy. Staff receive regular supervisions and state that they work well as a team.

- Children are confident and eager to play and learn. They are aware of the rules and boundaries of the setting. Children are respectful and supportive of their friends. They say 'please' and 'thank you', and talk to their friends and staff respectfully. Staff provide children with signs, symbols and 'feeling boxes', so that they can express their emotions and feelings.
- Staff follow children's interests. They support children and prepare them for their transition to school. For example, children play with blocks building giant towers. They then arrange the blocks to create the letters in their name. Children work collaboratively to achieve their desired goal.
- Partnerships with parents are good. Parents are kept updated with what their children have been learning throughout the day. They are extremely complimentary of the staff. Staff work closely with parents and adapt settling-in procedures to support individual children's needs. This promotes children's well-being.
- Children are taught how to care for their environment and animals. They take regular trips to see the animals on the farm. For example, they recently watched the baby lambs being born. Children learn about different cultures. They find out about the nationalities of the children that attend and celebrate different festivals and cultures. Children learn about nature and the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders 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 wider safeguarding concerns, such as the 'Prevent' duty and county lines. Leaders have a good recruitment procedure in place and ensure that all staff have an effective induction. Staff are aware of how to report allegations against a member of staff and who to contact if they had concerns about a child. Staff attend regular meetings, which help to support their knowledge of safeguarding and ensure that it is kept up to date.

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

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

- support staff to make more effective use of opportunities to extend and challenge children's learning
- develop staff's understanding of how to promote younger children's independence.

## Setting details

<b>Unique reference number</b>	EY283985
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10276477
<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>	76
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	The Mudchute Association
<b>Registered person unique reference number</b>	RP905728
<b>Telephone number</b>	0207 538 8456
<b>Date of previous inspection</b>	18 July 2017

## Information about this early years setting

Mudchute Farm Day Nursery registered in 2004 and is situated in the London Borough of Tower Hamlets. The nursery employs 20 members of staff, all of whom hold relevant childcare qualifications at level 2 or above. The nursery is open each weekday, from 8am to 6.30pm, for 51 weeks of the year. A playgroup session is held from 9am to midday during term time only. The nursery also provides after-school care from 3pm to 6.30pm, and a playscheme is available in the school holidays from 8am to 6.30pm. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Hilda Miller

## Inspection activities

- This was the first routine inspection the nursery 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.
- Leaders and inspector completed a learning walk together to discuss the areas of learning, their curriculum and what they want children to learn both inside and outside.
- The inspector carried out a joint observation of a group activity with the manager.
- The children told the inspector about what they enjoy doing at the setting.
- The inspector spoke to parents and took written feedback to take account of their views of the setting.
- The inspector looked at a sample of documents. This included evidence about staff suitability and training.

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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