

Inspection of Nappy Gang Nursery

100 Oliver Road, Score Building, London E10 5JY

Inspection date: 4 April 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

Children arrive happy to nursery. They are confident in the nursery routines. Staff greet them warmly as children take off their coats and hang them on their labelled pegs. Children can find their own name cards and place these on a board to register themselves into the setting. They excitedly give staff a high five or a thumbs up to express how they are feeling.

All children, including those with special educational needs and/or disabilities (SEND), receive effective support and interventions to help them make good progress. The setting works in partnership with parents and external professionals. Together they set clear targets to help children who need additional support to make progress. Babies and children with SEND are supported to communicate their wishes. This is because staff effectively use baby sign language so they can understand children's needs.

Children behave well as staff have high expectations for their behaviour. They skilfully support children to understand the consequences of their behaviour. Older children can resolve disputes with their peers as they learn from the positive adult role models who guide them. Children show respect for resources and share with their friends. They are developing good communication skills. Children are confident to talk and share what they enjoy doing at nursery. They say they love to play with the play dough, the cars and ride bicycles in the garden. It is evident they have established secure relationships with staff and with their peers. Children play cooperatively as they enjoy playing with their friends.

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

- The manager has effective systems in place to support and coach staff. This is evidenced in the positive feedback from staff who say they feel well supported by the manager. They appreciate the many opportunities to develop their skills through ongoing professional training. Staff express they are happy in their work. This has a positive impact on their interactions with children. Staff are kind, caring and know their key children well
- The manager is clear of her leadership roles and responsibilities. She has a good oversight of the curriculum. She monitors the quality of staff's planning and their assessments of children's progress. However, recent monitoring of practice has not been precise enough. This is because there are occasions when staff in the baby room do not consistently engage all babies in high-quality learning experiences.
- Staff promote children's health and hygiene well. Children are encouraged to wash their hands regularly and before snack and mealtimes. They are encouraged to brush their teeth after eating their lunch. Children confidently

choose what fruit they would like at snack time. They help themselves to milk or a milk alternative to meet their individual needs.

- Children are developing good physical skills. They enjoy playing energetically in the outdoor area. They are confident to climb, balance and ride bicycles and scooters, showing effective coordination skills. All children including babies have continuous access to the outdoor environment. This supports them to make choices about their play.
- Children are developing valuable self-care skills. They enjoy helping themselves to lunch. They confidently make choices about the amount of food they wish to eat and help themselves to more when they remain hungry. Lunch time is a relaxed social occasion where children chat amicably to one another. Staff are close by to facilitate conversations. Children are praised for their cooperation, as they confidently share the bowls of food.
- Children are confident to approach staff and engage them in their role play. Their self-esteem is boosted when staff enthusiastically accept pretend cups of tea. They tell children how delighted they are with the delicious snacks they have made. The impact is that children feel valued. Staff follow children's interests, skilfully adapting their teaching to facilitate children's interests.
- Children persevere and concentrate in their learning. They are excited to explore the challenges of mixing colours together. They mix blue and yellow paint to create green. They are delighted with their findings. Children enjoy painting with their fingers. Staff encourage them to observe the difference in size when they use their smaller and larger fingers. They are developing important skills to support their move to school. This is because they are learning to listen, to concentrate and to follow instructions.
- Parents speak highly of the nursery. They comment positively on their child's experiences and express that staff are approachable and friendly. There are many effective strategies to support parents to be involved in their children's ongoing learning. For example, parents are encouraged to use the nursery library. They can share children's learning at home through an online application used by staff. However, parents express they would like the opportunity to come into nursery and be more involved. This practice was stopped during the COVID-19 pandemic. Managers express a positive attitude to reintroducing this practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have a good understanding of the nursery's safeguarding policies and procedures. Staff attend regular training and demonstrate that they are confident in their roles and responsibilities to keep children safe. They are clear of the procedures to follow if they have concerns about a child's welfare. The manager and provider implement robust recruitment and vetting procedures. They continually assess staff's ongoing suitability, to ensure that they are suitable to work with children. Daily risk assessments help to make sure the environment remains clean and safe. The manager and provider regularly review accidents. This helps to identify and remove any potential risks to

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:

- strengthen teaching further to ensure that children of all ages receive consistent high-quality interactions
- strengthen partnerships with parents to support children's care, learning and progress even further.

Setting details

Unique reference number	EY471908
Local authority	London Borough of Waltham Forest
Inspection number	10264286
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	1 to 4
Total number of places	120
Number of children on roll	57
Name of registered person	Nappy Gang Day Nursery Limited
Registered person unique reference number	RP533253
Telephone number	02085398359
Date of previous inspection	9 June 2017

Information about this early years setting

Nappy Gang Nursery originally registered in 1992. In 2013 the nursery was registered under new ownership. The setting is linked to another local Ofsted registered setting Kidsaloud Daycare Nursery Ltd. The nursery operates Monday to Friday, from 7.30am to 6pm, for 51 weeks in the year. The provider receives funding for free early education for children aged three and four years. Of the 17 staff who work directly with the children, 11 hold relevant early years qualifications from level 2 to level 5.

Information about this inspection

Inspectors

Siobhan O'Callaghan
Catherine Greene

Inspection activities

- This is the first routine inspection the nursery received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The inspection was carried out by two inspectors. They both spent time observing practice across the nursery observing the quality of education being provided, indoors and outdoors. They assessed the impact that this was having on children's learning.
- The manager and one of the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum and how children are kept safe in the setting.
- The inspectors talked with staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspectors carried out joint observations with the manager. This included a joint observation of the lunchtime routine in pre-school.
- The managers showed the inspectors documentation to demonstrate the suitability of staff. They also shared a variety of documents to demonstrate how they manage children's health and safety in the setting. Documents were reviewed which showed how the setting works with outside professionals to support children with SEND.
- The inspectors held discussions with the manager and the provider. They discussed the leadership and management of the setting and considered the impact of this on the quality of the provision.

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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