

Inspection of Cumberland Road Nursery and Preschool

2-4 Cumberland Road, LONDON E13 8NH

Inspection date: 5 May 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and thrive in this nursery, which is highly effective and inspiring. Children benefit from a curriculum, designed by staff, that promotes the development of their independence skills. For example, staff offer opportunities to enhance children's physical development. Children work in small groups and learn to pour water into cups and containers using teapots, different sized jars and pipettes. This helps develop their fine and gross motor skills.

Older children actively engage in a stimulating range of activities, using carefully considered resources that staff provide. For example, children shriek with excitement when creating a volcanic eruption by mixing different ingredients with bicarbonate of soda. Staff interact and expertly guide and extend children's learning by providing lemons for children to continue their experiment.

Children follow the routines and structures consistently. Staff have very high expectations of children and they exemplify excellent behaviour. They provide children with the opportunity to recall the 'golden rules' at circle time in the morning and afternoon. Consequently, children always demonstrate exceptional behaviour and manners and show high levels of respect and care. For example, children help their friends put the apron on before playing with water.

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

- Knowledgeable and caring staff understand and know each child's needs and next steps in learning well. They use this to plan a wide array of activities and experiences to ignite children's curiosity and interests. The curriculum is designed and implemented to build on children's current knowledge, providing ample opportunities for them to practise their skills. Staff are exceptionally passionate and have an excellent understanding of what children need to learn and the curriculum focus for each key child. Consequently, all children, including children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, make excellent progress from their starting points.
- Staff across the nursery promote children's communication, language and social skills consistently and exceptionally well. Children learn about different emotions through the book, 'The Colour Monster'. They articulate how they are feeling and seek the support they need from staff independently. This leads to children managing their behaviour and emotions, resulting in the creation of a calm and nurturing environment. Staff extend children's communication and language skills at each stage of their development. For example, 'What's in the box?' is an activity consistently taught in every room daily to enhance children's language and acquisition of new vocabulary. In the baby room, children are encouraged to

sing nursery rhymes. In the toddler room, children are encouraged to name and use words in context. In the pre-school room, children are taught to use descriptive language.

- Children with SEND and any other additional needs have excellent support to meet their needs and help them to make good progress. The extremely knowledgeable special educational needs coordinator works closely with parents, the local authority inclusion team and other professionals to implement bespoke support plans. This promotes children's good progress and reduces gaps in learning. Staff are sensitive to the needs of children's individual needs and share strategies with parents to raise the quality of children's experiences.
- Managers support staff to provide extra-curricular activities and experiences to help children to develop the skills they need for their future lives. Children across the nursery display a love for animals. Children enjoy participating in activities, such as horse riding and trips to the pet store. Staff support children to build a culture of respect for the older generation. Children benefit from attending celebratory events with the care home residents, that share the building with the nursery, such as the coronation for King Charles III. Managers and staff also foster a sense of community among the children, and they regularly visit the local food bank to donate food.
- Staff develop excellent relationships with parents. Managers and staff implement projects, such as healthy eating and 'loan a bike' to support parents and improve their knowledge on how to support their children to be healthy and independent. Parents compliment the home-learning packs, which are differentiated for different age groups, that enable them to support their child with their learning at home.
- The inspirational manager is dedicated and passionate about supporting staff development and ensuring that their well-being is of the highest priority. The manager, pedagogy coach and regional manager encourage staff to develop the curriculum and ensure that the environment is enabling and fosters independence. Managers take on board staff feedback and work together to evaluate and improve the provision for children regularly. A huge emphasis is placed on providing more language-rich experiences to narrow the language deficit among children following the Covid-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Well-trained staff possess a good knowledge of effective reporting processes and procedures in place should they have a safeguarding concern. They are aware of the indicators that a child may be at risk of harm and understand their role in reporting this to the designated safeguarding leads in order to safeguard children and protect them from harm. Staff feel confident in dealing with any concerns raised and understand how and when to contact the local authority's designated officer. The manager gives staff a safeguarding quiz to complete every term. This helps the manager identify gaps in staff's knowledge with specific safeguarding themes which they provide additional training on.

Setting details

Unique reference number	2637414
Local authority	Newham
Inspection number	10285501
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	95
Number of children on roll	95
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	02074767464
Date of previous inspection	Not applicable

Information about this early years setting

Cumberland Road Nursery and Pre-School registered in 2021 and is located in Plaistow, in the London Borough of Newham. It provides early years education and childcare to children from birth to five years old. The nursery employs 12 members of childcare staff. Of these, one member of staff holds a level 6 early years qualification, seven members of staff hold a level 3 qualification and one member of staff holds a level 2 qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week between Christmas and New Year. Sessions are from 8.00am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- This was the first routine inspection the provider 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 nursery.
- The manager took the inspector on a learning walk to discuss the early years curriculum and the different learning environments.
- The manager conducted joint observations with the inspector in the toddler room and pre-school room.
- The inspector spoke to parents, children and staff during the inspection and took account of their verbal and written views.
- The inspector conducted professional discussions with the management team.
- The inspector observed a sample of documents.

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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