Inspection of Sahan Pre-School And Day Nursery

12 Stukeley Road, London E7 9QZ

Inspection date:	8 February 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are safe and happy at this warm and nurturing nursery. They respond positively and enthusiastically to staff. Children are engaged and show positive attitudes to their learning. For example, older children demonstrate their critical thinking as they predict what colour they will make when mixing yellow and blue water. They carefully measure ingredients to create their own dough and take great pride in doing this independently. Children develop extremely strong bonds with the caring staff. For instance, babies and toddlers look to staff for cuddles if they are tired or need reassurance.

Children behave well and are kind and friendly. For instance, younger children offer the inspector a farm animal to hold when she comes to sit on the carpet with them. Older children demonstrate their imaginations and caring nature in the role-play area. They carefully put their masks and gloves on and give the inspector an 'injection' to make her feel better. Children are extremely independent. They demonstrate their physical skills as they use peelers, graters and knives to prepare salad for lunchtime. Younger children put their tissues in the bin after they have washed their own hands.

Managers and staff want the best for all children. They get to know them well from the start and provide attentive care and focused learning opportunities. Staff know children and what they are working towards well. All children, including children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, make good progress from their starting points in learning. Staff understand children's individual needs well and use additional funding to enhance children's learning experiences.

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

- The newly appointed manager is passionate about creating an inclusive environment. She has strong plans in place to raise the quality of education to an even higher level. Staff feel well supported and speak enthusiastically about recent training and future training opportunities. For instance, they feel more confident in how they provide children with more choices in their play and decision-making.
- Children are physically active throughout the day. For instance, babies confidently roll large balls across the floor and try and catch the ball when it is thrown to them. Older children show immense joy and physical strength as they climb the rock-climbing wall. Toddlers squeeze and spread toothpaste on the large 'teeth' as they learn about oral health.
- Staff place a big emphasis on supporting children's communication. They engage in meaningful conversations. Children are strong communicators and confident

to share their ideas and offer suggestions. For example, older children tell the inspector, 'I am an ambulance person. I need to write numbers,' when she joins them in the role-play area. They demonstrate a strong understanding of their previous learning, such as about people that help them.

- Parents value the nurturing and caring staff. They comment that their children have become more confident and sociable since starting the nursery. Parents have observed the impact of what their children have been learning. For example, parents say that their children have learned about traffic lights and know that that 'red' means 'stop'.
- Staff plan activities based on children's interests. Staff show genuine care and respect for children and want to provide high-quality care. Overall, their teaching is good. However, at times, some staff are less confident in managing children's transitions throughout the morning. For example, when children get ready to go outside, the volume increases and this impacts on how some children behave.
- Staff create care practices that are highly effective. Babies sleep in a calm and peaceful environment, with staff creating a warm and nurturing atmosphere throughout. Children show high levels of self esteem. They confidently move around the setting, leading their own play and learning. Children demonstrate their strong understanding of safety. For example, older children suggest that some oils might cause a fire. Children enjoy completing their own risk assessments of the rooms, checking for any potential hazards.
- The nursery is highly inclusive and welcomes staff and families from a diverse range of backgrounds. It shows an interest and respect for their differences and is keen to explore other languages and cultures. Children have countless opportunities to learn about their local community. For example, after reading the story 'The Very Hungry Caterpillar', children visit their local supermarket to buy the same ingredients from the book.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to safeguard children. They complete safeguarding training and regularly discuss a range of safeguarding matters to help strengthen their knowledge. Staff recognise the signs that a child might be vulnerable to neglect and abuse. They are confident about what to do if they have a concern about a child's welfare or the conduct of a colleague. Staff assess the environment to remove and reduce potential hazards. There are robust recruitment processes in place to help ensure staff's suitability.

What does the setting need to do to improve?

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

- continue to support staff to develop their confidence and interactions with

children, particularly when children are transitioning to new activities, such as outdoor play.

Setting details

Unique reference number	EY486601
Local authority	Newham
Inspection number	10236620
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	150
Number of children on roll	104
Name of registered person	Sahan Preschool Day Nursery Limited
Registered person unique reference number	RP534380
Telephone number	02037197002
Date of previous inspection	23 February 2017

Information about this early years setting

Sahan Pre-School and Day Nursery registered in 2015. It is located in Forest Gate, in the London Borough of Newham. The nursery is open all year round from 7.30am to 6pm, Monday to Friday. It provides funded early education for children aged two, three and four years. The provider employs 17 members of staff, of whom one holds a relevant qualification at level 6 and 12 hold qualifications at level 2 or higher.

Information about this inspection

Inspector
Laura Rathbone

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 this into account in their evaluation of the nursery.
- The manager showed the inspector around the nursery premises and explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Leaders ensured that relevant documents were available for the inspector to view. This included staff's suitability checks and paediatric first-aid certificates.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- Leaders met with the inspector to discuss leadership issues, such as recruitment and staff's supervision.

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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