

Inspection of Fatiha Nursery Edmonton

I C M G Edmonton, 32-36 Claremont Street, London N18 2RR

Inspection date: 23 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and their families are well supported by staff at this welcoming nursery. Children are confident and secure. They develop strong relationships with their key persons, who are responsible for their day-to-day care. Before children settle, key persons and managers find out as much information as they can. This helps them to plan individual settling-in programmes to fully support children's emotional needs during the move from home to nursery.

The curriculum focuses on the knowledge and skills children need to be successful in their learning. The nursery is very inclusive and children make good progress. Children learn about the different beliefs and traditions of other cultures and begin to understand their own uniqueness. For example, children recently celebrated the coronation of the King. They learned about the historical significance of the event by taking part in role play and by looking at pictures and photos of previous coronations.

Children's personal and social skills are good. During activities, they learn how to be considerate of their friends. Children help each other and share resources and equipment appropriately. They are independent. Children are taught how to carry out many self-care activities themselves. For example, they put on and take off their own shoes, fasten their coats and wash their hands before eating.

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

- Managers form strong relationships with the families who attend the nursery. They are always available to provide advice and support, signposting parents to other agencies when required.
- Parents are encouraged to be actively involved in their children's learning. Staff provide ideas for activities at home and organise regular training sessions for parents so they understand what their children are learning and why. This helps parents to support their children's learning at home.
- Children's interests are at the heart of the curriculum. Key persons observe children regularly to identify the activities and resources that interest them. They then plan activities that incorporate children's interests and engagement.
- Children demonstrate good focus and concentration skills when playing. They practise their skills and build on what they already know. When an activity is difficult, children persevere until they are successful.
- Most staff extend children's learning by intervening in their play and introducing new ideas and resources to deepen their learning. However, some staff are not as adept at this. They play alongside children and do not ask questions to extend and develop children's thinking skills.
- Staff know that communication and language learning are key. They provide a

language-rich environment, with books at the centre. Children enjoy listening to and reading stories with staff and at home with their parents. Spoken English is modelled well by staff. All children, including those who speak English as an additional language, make good progress in this area of learning.

- Mathematics is taught well. Staff take every opportunity to extend children's early number skills. For example, while building towers with construction bricks, children are encouraged to compare the different heights of the towers. They identify the 'tallest' and work out how many bricks the other towers will need to make them the same height.
- Support for children with special educational needs and/or disabilities is good. Key persons closely observe their children when they first start, helping them to identify any specific needs. They put support plans in place to address gaps and seek advice and support from other agencies when required. Parents are fully involved throughout the process.
- Most children's behaviour is good. They listen to and follow instructions well and understand the importance of good behaviour when transitioning between activities. However, some children do not always follow the rules. When this happens, staff do not consistently challenge them, or remind them of the nursery's expectations and explain why their behaviour is inappropriate.
- Parents speak very highly of the nursery and staff. They feel managers go out of their way to support them, including providing advice when they are facing difficulties at home. Parents say their children are happy and thoroughly enjoy spending time at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities to keep children safe. Robust recruitment and vetting systems are in place, ensuring that all staff are suitable to work with children. Staff receive regular safeguarding training. They know the signs that could indicate a child is at risk of harm.

Managers and staff understand the correct procedures to follow if they have concerns about children's welfare. Staff encourage children to manage their own risks and teach them how to keep themselves safe. They complete daily checks of the nursery environment to identify hazards and reduce risks.

What does the setting need to do to improve?

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

- develop staff's skills and understanding of how to extend and deepen children's learning
- ensure that all staff consistently challenge children's inappropriate behaviour and reinforce the expectations for their behaviour.

Setting details

Unique reference number	2632346
Local authority	Enfield
Inspection number	10285695
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	2 to 4
Total number of places	38
Number of children on roll	26
Name of registered person	Fatiha Nurseries Ltd
Registered person unique reference number	2515641
Telephone number	02039160191
Date of previous inspection	Not applicable

Information about this early years setting

Fatiha Nursery Edmonton registered in 2021. It is located in Edmonton, in the London Borough of Enfield. The nursery employs eight members of staff, who hold appropriate early years qualifications from level 2 to level 6. It is open all year round, from 9am to 3.45pm Monday to Thursday, and from 8.45am to 11.45am Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paul Church

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 staff and has taken that into account in the evaluation of the nursery.
- Managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Managers spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector 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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