

Inspection of First Day Nursery (Hackney)

St. Joseph's Hospice, Mare Street, London E8 4SA

Inspection date: 1 June 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 arrive smiling and happy. They thrive as they develop self-assurance. Staff are kind, approachable and enjoy spending time with children. Staff plan and provide good learning experiences. Babies develop a sense of self by interacting with others. They enjoy circle time and singing songs together, and they listen and share fun activities, such as action songs. They learn to find their head, shoulders, knees and toes, which supports the development of their gross motor skills, balance and coordination. All children enjoy outdoor play which helps encourage children's independence and growing self-confidence. They learn to take safe risks as they confidently ride bicycles, walk along balancing beams and play bat and ball. Children have access to two outdoor-play areas, which include a 'secret garden'. Staff provide a curriculum which is based around children's play experiences in nature. Children develop literacy, creativity, imagination and mathematics as they, scoop, measure, plant, dig and explore.

Pre-school children discuss their interests with staff, who plan learning opportunities from this. For example, children talk about the animals that live in the sea, and staff follow this up and read the book titled 'Commotion in the Ocean'. Children enjoy looking at the bright colourful pictures, and develop new vocabulary as they talk about the different creatures under the ocean.

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

- Staff interact well with children during play, which supports children to progress well in their learning and development. However, staff do not consistently use their interactions with children to respond to children's differing learning needs and show a deeper understanding of the curriculum.
- Parents commend staff and leaders for the quality of care and education they offer. Staff keep parents updated about their children's development through the online parent platform and parents meetings. Parents meet with staff to discuss ways to improve the setting, and leaders listen and respond. For example, the provider has refurbished the large garden and added a canopy at parents request. This benefits children so that they can play outside in all weathers. Staff offer parents ideas to support their children's learning at home.
- Leaders and staff support children with special educational needs and/or disabilities effectively. They work well with external agencies to follow appropriate strategies to support learning and development.
- Children are well behaved, they get along with each other and staff. Children take responsibility during routines and help to tidy away, they follow instructions and understand boundaries.
- Staff offer children healthy food, and water is always available inside and when children are playing outside. Staff encourage children to be independent. They

develop good eating habits and behaviours, and wait their turn for second helpings. Children serve themselves and pour their own drinks.

- Staff notice when children are ready to potty train and they discuss this with parents. Children learn good hygiene practices, which they will need for their future move onto school.
- Staff support children to understand differences in the world they live in. Children celebrate different festivals, and begin to learn at a level that they understand about diverse values and beliefs that may be different to their own. All of this supports them to feel part of the wider community.
- Leaders have a clear vision of what they want to offer children at the nursery. They have started making improvements to the learning environments, such as making a bigger space in the pre-school room and developing the outdoor space to better meet children's needs.
- Morale is high at the setting and leaders make it a priority to ensure staff's well-being. They offer regular supervisions and support to staff which, include regular training courses to build their professional practice. However, early years apprentices are not consistently monitored to ensure their ongoing development.
- Staff support children's literacy development well. Younger babies join in with songs and rhymes and make marks with paint. Older children enjoy sharing books with staff, and have access to a comfortable place to sit with a good range of different books to choose from.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding procedures. Leaders understand their roles to ensure all staff are knowledgeable and have completed relevant safeguarding training. Staff can describe the possible signs and symptoms of abuse. They know who the lead designated officer is to report any concerns to. Staff know how to refer any issues about safeguarding to the relevant agencies within the local authority. Staff understand whistle-blowing policy and are alert to any extreme views or behaviours, that might indicate adults or children are being radicalised. Staff carry out regular checks of the environment to ensure it is safe. Leaders are trained to follow safer recruitment procedures and ensure the ongoing suitability of staff.

What does the setting need to do to improve?

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

- schedule regular check-ins and set clear goals and expectations for staff undertaking an early years apprenticeship
- further support staff to gain a deeper understanding of the curriculum to help them make their interactions with children more meaningful.

Setting details

Unique reference number	2656629
Local authority	Hackney
Inspection number	10295206
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	0 to 4
Total number of places	100
Number of children on roll	62
Name of registered person	First Day Nursery Ltd
Registered person unique reference number	RP901165
Telephone number	020 8016 9082
Date of previous inspection	Not applicable

Information about this early years setting

First Day Nursery (Hackney) registered in 2021. It is located in the London Borough of Hackney. The Nursery is open for 51 weeks of the year, from 8am to 6pm, Monday to Friday. It provides early funded education for children aged three and four years. There are 21 members staff, of whom 18 hold early years qualification's between levels 2 and 6.

Information about this inspection

Inspector

Caroline Preston

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 consideration in their evaluation of the setting.
- The provider, manager and inspector carried out a learning walk together to discuss the setting's intentions for the curriculum and children's learning.
- The manager and the inspector carried out a joint observation to see the quality of the implementation of the educational programmes.
- The inspector spoke to parents and children and took account of their views.
- The inspector observed the interactions between staff and children throughout the day, evaluating the impact on children's learning.
- The inspector held conversations with staff, children and leaders during the inspection at suitable times.
- The inspector looked at relevant documents, including suitability checks.

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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