

# Inspection of The Hackney Day Nursery and Pre-School

Railway Arches 359-360, Westgate Street, London E8 3RN

---

Inspection date: 21 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled at nursery. They demonstrate that they feel safe and secure as they enjoy cuddles and positive interactions with their key person. Babies form secure emotional attachments as they are held close when they are fed bottles of milk. They awake from sleep with smiles, as their key person is close by to support them. Children are confident to engage in both planned and self-initiated learning experiences. For example, older children are excited to learn and confidently practise Spanish words, such as for their nose, mouth and eyes, as they sing along to action songs.

Children are excited to explore their outdoor learning environment. They develop physical skills and coordination as they learn to ride trikes, balance on beams and crawl through tunnels. There is a focus on supporting children's knowledge and understanding of their natural environment. They learn to care for the plants and vegetables they have helped to grow. Children's successful crops include a range of fruits, vegetables and herbs, all of which are picked and incorporated into their healthy meals and snacks.

Children are developing polite behaviours. Staff are positive role models and quickly intervene when toddlers become frustrated, before their behaviour escalates. The impact is that children listen and learn to develop friendships as they say, 'You are my best friend.' Staff plan effectively to support children's emotional skills. They encourage kindness and patience and support children to understand strong feelings through reading books and planning activities to support them in developing empathy.

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

- The manager is a reflective practitioner. She has high expectations for staff in delivering a broad and exciting curriculum for children. Managers develop their staff team through coaching, support and professional training opportunities. They spend time in the rooms, monitoring practice. The manager operates an open-door policy so that staff can always seek support and guidance. This is echoed by staff, who state that they feel well supported by the management team. Staff report that they are very happy in their work.
- Children are making good progress. This is because staff know their key children well. They know about children's interests and are clear about the next steps that are needed to support their progression. Staff say they value working with parents to support children's individual care and learning needs.
- Children confidently access their enabling environments. They enjoy creative learning experiences as they mix water and food colouring with cornflour. Babies are excited to play with water as they are encouraged to observe the floating

boats. Staff are on hand to facilitate discussions and encourage children to explore the different textures they can feel. Babies enjoy being sung to, as staff sing songs to link in with the water play learning experience.

- Staff promote children's communication and language through the enjoyment of stories and singing songs. Children's love of books is evident as they choose to explore books independently. They delight in sharing books with friends as they laugh and talk about what they can see. They are confident to approach staff when they want a story read to them. These requests are quickly responded to. Staff sit on the floor and immediately have a group of children wanting to listen.
- Children enjoy relaxed lunchtime routines. Older children develop independence skills as they confidently serve their own food. Babies remain settled and happy as they sit in social groups. They too learn to feed themselves as staff sit close by and encourage their independence. All children eat well as they enjoy healthy and nutritious meals.
- Babies are visibly excited as they listen to songs being sung in Spanish. They move their bodies to music and clearly love the sound of the guitar. Babies are able to point to the various parts of their bodies as they learn action rhymes. However, their learning is interrupted, as staff focus on nappy changing routines rather than waiting for this learning experience to end.
- Parents report that they are very happy with the care and learning opportunities their children receive. They feel well informed about their children's progress and how to support their children's learning at home. Parents value the close relationships developed with their children's key persons.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow secure recruitment and vetting procedures to help assess the suitability of staff. These have continued to improve since the acquisition of the nursery. Staff demonstrate a clear understanding of their role and responsibility to protect children from harm. They are confident to discuss the setting's whistle-blowing procedures. Managers are clear about their responsibility for the oversight of safeguarding matters. They ensure that all staff attend regular training. Safeguarding discussions are held during staff supervision meetings. Children are kept safe at nursery. Staff maintain regular risk assessments of the environment so that potential hazards can be removed or minimised.

## What does the setting need to do to improve?

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

- review the organisation of daily routines so that children's learning experiences are not disrupted.

## Setting details

<b>Unique reference number</b>	EY493558
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10309652
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	56
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	FountNursery Ltd
<b>Registered person unique reference number</b>	RP903442
<b>Telephone number</b>	0207 241 5341
<b>Date of previous inspection</b>	3 August 2022

## Information about this early years setting

The Hackney Day Nursery and Pre-School registered in 2015. The nursery is situated in London Fields, in the London Borough of Hackney. It opens each weekday, from 8am to 6pm, all year round, closing only for public holidays. The nursery employs 11 members of staff who work directly with the children. One staff member is qualified to level 6, and eight are qualified at level 2 or 3. The provider is eligible for the funding of children aged two, three and four years. At present, the setting is in receipt of free early education funding for children aged three years.

## Information about this inspection

### Inspector

Siobhan O'Callaghan

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out joint observations of group activities and lunchtime routines with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and took account of their views.
- Parents shared their experiences with the inspector during the inspection, and the inspector took account of their views.
- The inspector held a meeting with the manager and their early years specialist, to discuss how they evaluate the provision.
- The manager provided the inspector with a sample of key documentation on request, including records of staff suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023