

Inspection of Incey Winceys Childcare Limited

Unit 1, Station Estate, Eastwood Close, LONDON E18 1BY

Inspection date: 11 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in this nursery. They are greeted by kind and nurturing staff who are genuinely pleased to see them. Children's emotional well-being is well supported. Staff help children who have recently joined to settle quickly. They provide lots of reassurance and help them to build friendships and understand the daily routine. Children, including those with special educational needs and/or disabilities (SEND), seek out staff for comfort and cuddles. This helps to build children's self-esteem and confidence.

Children make good use of the accessible and inviting resources within the nursery. Children work collaboratively and demonstrate good speaking skills, for example when they discuss a past event about a fox in the garden. Older children show their emerging interest in books as they choose favourite stories to share with staff. Children have plenty of opportunities for fresh air and enjoy a range of activities in the outdoor area.

Staff support children's behaviour well. For example, they encourage children to be kind to each other. Furthermore, staff give children gentle reminders to return toys once they have finished playing with them. Therefore, children demonstrate good levels of respect for each other, staff and their environment.

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

- Managers are positive about the continuous improvement of the setting. They engage support from outside agencies to improve the services that they provide to children and their families. Staff work well together. They work hard to provide a quality service for families and a home-from-home experience for children.
- Staff know children well. They are aware of where children are in their learning and what they need to do to promote children's continuing progress. However, their teaching does not always support children's play and learning to the highest level, especially around their mathematical understanding.
- Staff support children's communication and language development well. They use every opportunity to engage children in conversations. Staff provide children with new vocabulary, which they then use in their play. For example, children use the word 'smooth' as they handle a pumpkin and describe the skin texture.
- Children with SEND are very well supported. The dedicated coordinator works together with families and external agencies to ensure that children's developmental and emotional needs are met. Through early intervention and targeted support, children with SEND are included in every aspect of the nursery. This helps these children to make the best possible progress.
- Children learn how to look after themselves. They know the importance of

washing their hands and wiping their noses. Staff teach children how to keep safe, such as holding on and walking safely downstairs.

- Children learn to behave well and use their manners. They respond positively to reminders from staff, who teach them to think of others. Children form friendships and work collaboratively with each other. However, staff provide some larger group activities that are not particularly meaningful to all children, which means some children quickly become frustrated and lose interest.
- Staff implement daily routines that help to support children's physical health and independence. For instance, children understand the importance of washing their hands before eating. They do this carefully and sensibly.
- Staff feel supported by the manager and are happy in their roles. They feel positive about working in a small and close-knit team. Managers provide staff with some coaching and support, including training on the curriculum. However, this is not tailored to meet staff's specific training needs. Therefore, although this develops staff's practice, it does not fully enhance some staff's consistency of teaching and interactions with children.
- Parents comment positively about staff. They say that staff are very welcoming and their children are happy. Staff talk to parents daily and share information with them about their children's learning and development. This helps to keep them informed about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to keep children safe. When appointing new staff, the provider and manager follow thorough recruitment processes to assure themselves that staff are suitable. They know the possible signs that a child may be at risk. Staff understand the correct procedures to follow if they have concerns about a child's welfare. Staff follow effective risk assessment arrangements to make sure that the environment is safe and secure. Children also learn to take responsibility for their own safety. For example, children know they must hold onto a guiding rope when leaving the nursery to visit the sister nursery's garden.

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 teaching skills to extend children's learning and development experiences, especially around mathematics
- review the organisation of larger group activities to ensure that all children remain fully engaged and interested in their learning
- strengthen how leaders identify and provide the necessary support for individual staff to improve the consistency of their interactions, skills and knowledge.

Setting details

Unique reference number	EY432979
Local authority	Redbridge
Inspection number	10285949
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Incey Winceys Childcare Limited
Registered person unique reference number	RP905737
Telephone number	02085188001
Date of previous inspection	25 October 2017

Information about this early years setting

Incey Winceys Childcare Limited registered in 2011. It is located in South Woodford, in the London Borough of Redbridge. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. There are six members of staff. Of these, five staff, including the manager, hold early years qualifications at level 3. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Joanna Wilkinson

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 account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together in all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with managers, staff, parents and children at appropriate times throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The pre-school room leader and the inspector carried out a joint observation.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.

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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