

Inspection of Fire Station Community Nursery

The Old Fire Station, London N16 7NX

Inspection date: 12 January 2024

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 safe and very happy at this nurturing and stimulating nursery. Staff work really hard to make each day fun and engaging for every child. Staff plan a wide variety of interesting and exciting learning opportunities for children, to support them to make good progress in all areas of the curriculum. For example, staff have benefited from attending training at the Royal College of Music. They make excellent use of this training by supporting children to recognise rhythm and rhyme, as well as develop in confidence as they play musical instruments, such as claves.

Children behave very well. Staff clearly explain children's achievements to them. They provide specific praise and say, 'Wow, you are waiting for your turn so well'. This helps children to understand what is expected of them. Staff morale is high and the atmosphere is a positive one. Staff work collaboratively and communicate respectfully as a team. This teaches children the importance of respect and being considerate towards others.

Staff support children well to make their own choices about their learning. They give them choices about what songs they would like to sing or which games they would like to play outside. This helps children to develop ownership over their learning so they are interested and engaged in what they are doing.

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

- Leaders plan and implement an effective programme of learning for communication and language. Staff in the baby room use repetition to support babies to associate their actions with words. For example, they exclaim, 'stomp, stomp, stomp', as babies stomp over coloured stepping stones. Staff use a wide range of ambitious language to support children to build their range of vocabulary. Toddlers begin to use the word delicious in their play after staff use this word as they role play cooking. Children make good progress in their communication and language development.
- Staff support children very well to learn about how to care for their environment through the ongoing sustainability project at the nursery. Children learn to understand the importance of caring for our environment through activities such as recycling and growing plants.
- Staff skilfully follow children's lead to extend their learning. For example, as children explore an arch, they observe that it looks like a rainbow. Staff respond to this by singing a song about the colours of the rainbow. They then extend children's learning further by discussing when a rainbow appears and how children feel when they see one. This helps children to make good progress in their understanding of the world.

- Children develop their physical skills well. They throw and kick balls, play running games and balance on beams. Children develop their coordination through moving to music and stretching their bodies. They focus well on making marks, pinching and pressing play dough and manipulating small objects during various activities. This supports children to strengthen the small muscles in their hands.
- Key persons develop a strong relationship with their key children and know the progress they have made and how this has been achieved. They understand the next steps which children need to achieve to continue to make progress. On occasion, when the key person is absent, other staff do not always know the next steps for every child well enough.
- The special educational needs and disabilities coordinator (SENDCo) is passionate and knowledgeable about supporting children with special educational needs and/or disabilities (SEND). Her and other leaders work closely with parents and external professionals to make relevant referrals where necessary. They implement effective strategies to support children on their individual learning journeys so that children with SEND make very good progress.
- Leaders and staff build strong parent partnerships through regular feedback and communication via an app and verbally. They consider how to involve parents in the life of the nursery, such as involving parents in workshops and celebrations or inviting them in to lead story time. These strong parent partnerships help children to transition between home and nursery.
- Leaders ensure that effective systems of supervision and training are in place to support staff. They help staff to make progress in their careers through encouraging them to participate in many different professional development opportunities. For example, staff participate in an aspiring room leader programme or learn the skills to become a SENDCo. This has a positive impact on outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve systems for when the key person is absent so that there are always staff members present who know the child's next steps well.

Setting details

Unique reference number	EY487042
Local authority	Hackney
Inspection number	10326391
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	45
Number of children on roll	34
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	020 7249 3234
Date of previous inspection	4 January 2019

Information about this early years setting

Fire Station Community Nursery registered in 2015. The setting is open each weekday from 8am to 6pm, all year round. The nursery is in receipt of funding to provide early education for children aged two, three and four years. There are 17 members of staff, 11 of whom hold early years qualifications from level 3 to level 6.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector held discussions with staff and parents and took account of their views.
- The inspector held discussions with leaders about nursery practices and procedures.

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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