

Inspection of Clementswood Nursery

46 Grosvenor Road, Ilford, Essex IG1 1LE

Inspection date: 14 February 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 thrive at this calm and welcoming nursery. Staff have a genuine caring and warm approach to the children. They arrive happy, safe and secure, parting easily from their parents. Staff talk to children about the activities for the morning, and children greet each other, which excites them.

Staff capture children's interests and set up a mark-making activity. All children are keen to explore this. Staff ask younger children effective questions, and children use simple words to give meanings to the marks they make. Children link these to a nursery rhyme they have been learning. Staff members sing, and children join in with actions. Children concentrate for longer periods of time in the construction area and build simple structures. Staff have high-quality interactions with the children. They role model cooperative play, and children take turns and play collaboratively.

Older children are offered a variety of activities. They can choose between decorating Valentine's Day cards or creating artwork for a loved one. Children practise their cutting and sticking skills, and some write their names on their work. Children talk to staff and their peers about who these are for. Children explain how their person might feel when they receive the artwork.

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

- The manager implements a well-designed, purposeful curriculum that supports all children's learning. Staff receive training delivered by external agencies on oral health. Staff understand all aspects of this, including the importance of brushing teeth and healthy eating. Staff create an inviting dentist role play for older children. They use pretend play to check teeth, and some children can name specific teeth while talking about the importance of brushing.
- Staff demonstrate an understanding of individual children's needs and next steps in learning. For example, staff set out a play dough activity to develop children's fine motor skills. They encourage children who are less confident in larger groups to join this small-group activity. Children begin to form friendships and extend their skills while engaging in activities of common interest.
- Parents talk about the high level of care and support the manager and staff provide. They praise how well they know children and meet with staff to discuss developmental points and the two-year progress checks. The manager, who is the special educational needs and/or disabilities coordinator, meets with parents to ensure that referrals to external professionals are made in a timely manner. Partnerships with parents are a strength of the nursery.
- Staff have high expectations of all children's behaviour. Staff in the toddler room plan a 'what's in the box' group activity to teach children the nursery's golden

rules. Staff use visual aids to support children to follow the rules, and children respond well. However, staff working with older children do not consistently implement the golden rules and help children deepen their understanding of why they are in place.

- Staff at the nursery have a focus on developing children's independence ready for the next stage of their development. Younger children develop their use of a spoon during messy play activities and pretend to feed the babies. Children read stories about toilet training. Older children practise self-dressing during role play. Children develop a 'can-do' attitude to meeting their own self-care needs.
- Children learn about similarities and differences to promote their understanding of equality and diversity. Children taste cultural foods and see each other dress up in cultural attire. Parents come into the nursery to share stories about festivals. At times, children and staff use their home language. Staff celebrate children's individuality.
- The manager meets with staff to discuss their training needs, workload and well-being. The manager and her staff complete training at similar times. They reflect on the training and plan actions for improvement together. Staff report high levels of well-being and value the importance of mandatory and non-mandatory training.

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:

- develop staff practice to help older children understand boundaries and how their behaviours impact others.

Setting details

Unique reference number	EY263449
Local authority	Redbridge
Inspection number	10308144
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	1 to 4
Total number of places	38
Number of children on roll	32
Name of registered person	Just Fun Ltd
Registered person unique reference number	RP910304
Telephone number	0208 478 3121
Date of previous inspection	6 March 2018

Information about this early years setting

Clementswood Nursery in Ilford, Redbridge registered in 2003. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, one at level 5 and seven at level 3. The nursery opens from Monday to Friday, all year round, closing for bank holidays. Sessions last from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Davinder Dhaliwal

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- Staff and parents spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- 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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