

Inspection of Elm Lane Day Nursery

24 / 26 Church Street, DAGENHAM, Essex RM10 9UR

Inspection date: 17 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are greeted by friendly staff and given a warm welcome. This helps children to settle and explore the many different activities and resources on offer. Staff form positive relationships with children, and this supports them to feel safe and secure.

The quality of interactions between staff and children are variable. There are some inconsistencies in the teaching that children receive. Staff plan activities based on children's interests, what they know and what they can do. However, these do not always excite and challenge all children. This can lead to some children becoming bored and restless, moving from one activity to another with little engagement. This does not promote children to feel positive about their learning all the time. As a result, children do not behave well all of the time. Consequently, this means that all children are not making good progress in all areas of development.

Children enjoy making choices about their play and experiment with the variety of resources on offer. They engage in activities to develop their physical skills. Babies are learning to be mobile and pull themselves up using low-level furniture and use this to cruise along and walk safely. Toddlers and pre-school children enjoy running, climbing and balancing. All children use pens, chalks, pencils and paintbrushes to make marks. Older children are beginning to use tools such as scissors and cutlery.

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

- Leaders have worked hard to address the safeguarding and welfare actions set at the last inspection. They have a targeted action plan that they are working towards to drive improvement. This has had a positive impact on ensuring children are kept safe at the nursery.
- Staff know children well and use this information to plan activities that are relevant to their stage of development. However, teaching and interactions are variable across the nursery and not at a good level. The curriculum is not challenging for all children and not fully ambitious to ensure all children remain engaged. This results in children not making the progress of which they are capable.
- Staff promote children's identity through dressing up, reading stories and having conversations with children about themselves. They are beginning to understand what makes them unique. Children speak a variety of languages at home and use this at the nursery with their friends. However, leaders have not ensured strategies to support these children are delivered successfully all the time. This means that children who speak English as an additional language (EAL) do not make as much progress as they could.

- Leaders work with partners and agencies to support children with special educational needs and/or disabilities (SEND). Key persons are aware of what children's needs are and implement strategies to support them. However, this is not consistent with all staff working with children and therefore not implemented effectively. This means that levels of teaching for children with SEND are not consistently good and they do not make as much progress as they could.
- Staff interact warmly with children during care routines and transitions, such as nappy changes and washing hands. During sleep and rest times, staff gently soothe and pat children to reassure them. This supports children's emotional well-being.
- Overall, children are happy and willing to have a go at activities available to them. Staff provide support to help children manage their emotions and be kind to their friends. However, due to weakness in the teaching and interactions, children can lose interest quickly and do not remain fully engaged. This can lead to some children feeling bored and restless and showing unwanted behaviours, such as snatching and pushing. However, when seen by staff, this is addressed appropriately.
- Children enjoy the healthy meals and snacks. Children enjoy playing in the outdoor area and developing their big muscles with climbing and balancing. Staff use these opportunities to teach children about how to be healthy and maintain a healthy lifestyle. At times, some staff do not use all opportunities to fully develop children's independence skills. For example, staff will put on children's coats, shoes, hats and gloves or serve children food at lunch and snack time.
- Parents describe staff as caring, friendly and approachable. They like the daily feedback from staff about what their children have done. However, not all parents are aware of who their child's key person is, what their children are learning at nursery and their next steps for learning.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a curriculum which is fully ambitious and consistently challenging for all children to ensure they make good progress	29/02/2024

improve interactions between staff and children to ensure they remain fully engaged all the time	29/02/2024
ensure all strategies for children with SEND are known and followed by staff working with them and implemented effectively	29/02/2024
improve strategies to support children with EAL, so they make good progress in their development.	29/02/2024

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

- strengthen communication with parents to involve them in their children's learning.

Setting details

Unique reference number	EY363213
Local authority	Barking and Dagenham
Inspection number	10309244
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	35
Number of children on roll	20
Name of registered person	Akinnugba, Grace Funke
Registered person unique reference number	RP911580
Telephone number	0208984 8184
Date of previous inspection	1 August 2023

Information about this early years setting

Elm Lane Day Nursery registered in February 2008. It is in the London Borough of Barking and Dagenham. The setting employs eight members of childcare staff, and six hold relevant early years qualifications at level 3 and above. Two staff members are unqualified. The setting operates from 8am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want them to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as first aid and Disclosure and Barring Service 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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