

Inspection of Green Gables

St. Georges in the East Church, Cannon Street Road, LONDON E1 0BH

Inspection date: 15 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy at this nursery. Staff get down to children's level to play with them. They are interested in what children say and follow their lead as much as possible. Leaders plan a curriculum that is focused on teaching children to be independent, emotionally ready and have the skills for the outside world. As a result, children demonstrate their developing independence and confidence as they explore their learning. Younger babies develop their independence skills because staff have high expectations of the things they can do for themselves. Staff make sure that babies are able to access all areas of learning, even when they are not yet walking.

Children's behaviour is very good at the nursery. Staff encourage children to take turns and share. They remind children to say 'please' and 'thank you' when they need to. Children with special educational needs and/or disabilities are supported well by staff, who know them very well. Staff encourage children to persevere when they find something tricky. Children proudly tell their friends, 'I did it', when they manage to complete a puzzle by themselves. Staff respond by giving them praise for trying and develop their confidence. Staff support children's mathematical understanding. For example, they encourage children to count how many flowers are on the puzzles as they complete them.

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

- Staff support children to be physically active, such as by spending lots of time in the large nursery garden. Staff remind children to wash their hands regularly and talk about washing away germs to help to keep them well. Staff notice when children might need a tissue and ask them if they need help to wipe their nose, rather than doing this for them.
- Staff provide a range of fruit for children to choose from for their snack. They teach children about the best foods to eat to be healthy and which are good for their teeth. Children practise cleaning a large set of teeth while they talk to staff about going to the dentist and brushing their teeth properly.
- Children access books indoors and outside. Younger children enjoy snuggling up on staff's laps as they look at books together in the nursery garden. Staff make non-fiction books available in different areas of the environment to support children to find information. For example, they provide books for children about keeping their teeth clean in the area where children learn about cleaning their teeth.
- Throughout the day, staff encourage children to talk about their emotions. They use books and toys to support children to talk about their feelings during the day. Staff generally support children's communication skills well. However, at times, they limit the potential for children to speak in more detail by asking

closed questions. For example, during a group painting activity, staff ask children a series of questions about the colours and how much paint they are using. They do not consistently give children the time to think fully about their responses before moving on to the next question.

- Parents speak highly of the nursery and staff. They say their children are happy in the nursery and that staff are approachable. A parent partnership group has recently been set up with a small group of parents, who are able to act as a voice for all the parents so they feel heard. Staff encourage parents to feel involved in the nursery by sharing their children's experiences from home.
- Staff feel their well-being is supported well by leaders at the nursery. They receive a range of training to support their day-to-day practice, as well as to support their own continuous professional development. Staff have regular meetings with leaders, as well as meetings and training as a wider team in the nursery.
- Leaders identify areas for development and discuss these with staff to support their practice to improve. They make sure that staff have access to a range of training and support for their life out of work, as well as in the nursery. Leaders actively seek feedback from staff and parents to ensure that they are reflective and responsive to concerns or suggestions.

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:

- support staff to use questioning more effectively to support children's language and communication and to allow time for children to think about their response.

Setting details

Unique reference number	EY338966
Local authority	Tower Hamlets
Inspection number	10331652
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	0 to 4
Total number of places	72
Number of children on roll	75
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0207 4882374
Date of previous inspection	23 November 2021

Information about this early years setting

Green Gables registered in 2006 and is located in the London Borough of Tower Hamlets. The nursery is open for 48 weeks of the year, from 8am to 6pm, Monday to Friday. It provides funded early education for children aged two, three and four years. The provider employs 31 members of staff. Of these, 22 staff hold a range of qualifications from level 2 to level 6. The nursery follows the Montessori philosophy.

Information about this inspection

Inspector

Kathryn Irvine

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.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The manager spoke to the inspector about children's learning and development, with a particular focus on their personal and social skills.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector at appropriate times during the inspection.
- The manager and other staff in the organisation and nursery spoke to the inspector about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a creative activity.
- Parents shared their views on the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate 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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