

# Inspection of Eastbury Children's Centre Nursery

Blake Avenue, BARKING, Essex IG11 9SQ

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Inspection date: 7 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 quickly feel they belong at this nursery. Staff are kind and greet children warmly as they arrive. Children happily separate from their parents and self-register before they go into their respective rooms. Caring staff and inspirational leaders set high expectations for children's early learning. Leaders plan a curriculum that is broad and filled with exciting activities which help to enrich children's overall experiences. For example, children enjoy regular woodwork and cooking activities. Additionally, at the time of the inspection, children had been immersed in an in-depth museum outreach project exploring children's experiences in the past.

Staff model positive play and good manners in all their interactions with children. Children copy staff's conduct and show respect for each other and the resources by treating them carefully. Staff help children to learn to relax and regulate their mood, such as through regular yoga breathing sessions. Children have good opportunities to develop an appreciation of classical music sounds. They sit together to hear staff play instruments, such as the cello.

Staff value children's ideas and opinions. They expertly promote babies' sense of self. Staff describe babies' individual features positively. Babies learn to appreciate each other as they playfully brush each other's hair. Older children have an early understanding of democracy. Staff promote this well through, for example, creating opportunities for children to vote for their choice of activities.

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

- Children learn about the benefits of a healthy lifestyle. Staff are committed to supporting children to understand the importance of oral hygiene, healthy eating and daily exercise. Children have plenty of opportunities to be physically active. For example, outdoors, children steer ride-on toys, climb through hoops, and kick and throw balls confidently.
- Mealtimes are sociable and purposeful occasions. Staff sit with children and encourage their positive attitudes towards nutritious and healthy foods. Children have good appetites. They independently serve themselves their portions and pour their own water.
- Staff promote children's personal, social and emotional development well. Younger children are encouraged to share and take turns, which they do well. If conflicts arise, staff support children to resolve these appropriately.
- Overall, staff have high expectations for children's language and communication across the nursery. They make expert use of signs, visuals, narration and description to encourage children's good speaking. Babies intentionally use single words and phrases to communicate. Nevertheless, the implementation of

the curriculum that promotes children's understanding is not always consistent. For example, when introducing complex vocabulary, such as 'volatile', 'combine' and 'aroma', staff do not consider children's understanding of these words before moving on. When this happens, children do not show the same level of understanding as at other times.

- Overall, there is good support in place for children with SEND. The knowledgeable special educational needs coordinator (SENCo) knows children well. She ensures that children with additional needs have learning plans with clearly identified targets. The SENCo works tirelessly to ensure that additional funding is used effectively. As a result, children receive effective one-to-one support from adults who know them well. This helps to ensure that children make the best progress possible.
- In the main, staff work well with parents. Leaders offer moral and practical support for sensitive family situations. Parents come into the nursery and staff provide comprehensive handover information. Some of the parents spoken to describe the nursery as having a 'family feel'. They feel that staff teach their children essential skills for starting school.
- Staff help children to learn to manage their own risks as they play. For example, children competently handle hammers, nails and saws during an adult-led woodwork activity. Staff occasionally provide opportunities for children to learn to operate internet-enabled tablet devices under supervision. However, they do not help children to develop their own understanding of how to stay safe online.
- Leaders have invested in training for staff so that they can continue to develop in their roles. Staff appreciate the care and consideration that leaders have for their workload and well-being. They are happy in their roles and morale is high.
- Leaders are committed to continuous improvement. They have enhanced the parents' room so that families beyond the nursery can access essential items. Leaders have firm plans to provide additional outdoor planting opportunities for children to learn to grow seasonal fruits and vegetables.

## 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:**

- create more consistency in the implementation of the curriculum for communication and language so that staff check and build on older children's understanding of the complex vocabulary they hear.

## Setting details

<b>Unique reference number</b>	EY379060
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10311705
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	The London Early Years Foundation
<b>Registered person unique reference number</b>	RP901332
<b>Telephone number</b>	02082706425
<b>Date of previous inspection</b>	6 April 2018

## Information about this early years setting

Eastbury Children's Centre Nursery registered in 2008 and is located in the London Borough of Barking and Dagenham. The nursery operates for 51 weeks of the year, Monday to Friday. Sessions are from 7.30am to 6.30pm. The provider employs 16 members of staff. Of these, 14 hold early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Olivia Awolola

## 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 manager and the inspector had a learning walk to gain an overview of how the curriculum is organised.
- Interactions between staff and children were observed and evaluated by the inspector and the manager.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector held discussions with leaders and staff.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The manager and the inspector carried out a joint observation of a science experiment.

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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