

# Inspection of Little Amber Nursery

218 Tollagate Road, St Marks Church And Community Centre, London E6 5YA

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Inspection date: 12 June 2024 - 25 July 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**

Staff form positive relationships with children. They provide a nurturing environment where children feel confident to express themselves. As children and their families arrive, they enter a welcoming lobby area adorned with books, information and pictures. Children are greeted warmly, and they happily start their day. Parents are highly valued as partners and speak very positively about the nursery. They highlight how happy their children are to attend.

Staff provide children with a range of stimulating activities. For example, toddlers are engrossed as they find and unwrap treasure in the sandpit. Staff support older children's early literacy skills, such as during a letter and sound matching game.

Staff have high expectations for children's behaviour and implement positive behaviour strategies. Children learn about why the rules are in place and learn how to self-regulate their behaviour. Children thoroughly enjoy their time in the garden. They exercise and have fresh air as they play with their friends. Children help to maintain the garden by helping the adults to sweep and clear away leaves. They enjoy growing fruit and vegetables in the garden.

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

- The management team is passionate about its role. Managers are committed to providing the best outcomes for children. Staff know children well and plan activities based on their interests, what they know and what they can do. Overall, the curriculum is ambitious and challenging for all children. As a result, all children are making good progress at the nursery.
- Children are physically active. They enjoy daily outdoor play in the setting's garden and in the local community. Children learn about healthy lifestyles. They are very clear about their daily routines and they know what is happening next. For example, when they come in from the garden, they go straight to wash their hands before sitting at the table for lunch.
- Children who are at risk of falling behind in their development are promptly identified. Staff liaise closely with parents and agree personal targets. Staff monitor children closely to ensure that gaps in their development begin to narrow. The special educational needs and/or disabilities coordinator monitors children's progress and makes timely referrals to other professionals when necessary.
- Communication and language are promoted well for all children at the nursery. Staff provide an environment that is rich in varied language. They introduce children to new words during their play. The staff and children speak a variety of languages. These are celebrated and children are encouraged to use their home languages in the setting. When staff do not speak a child's home language, they

learn key words and phrases, with the help of parents, to help support children's communication and understanding. Children have a love of reading. They eagerly share books with the staff and each other.

- Staff implement an effective key-person system. They know the children well and use their knowledge of the children to help them progress in their development. Staff form strong and loving relationships with the children. Children run to familiar adults for a cuddle, which shows they are secure in the nurturing environment the staff have created for them.
- Children develop a good sense of responsibility. Staff offer children clear explanations and support them to take turns with resources and manage their emotions. Children tidy away the toys and get their coats on to go outside. However, at times during daily routines, such as mealtimes, staff tend to do things for the children and do not always give them opportunities to be independent or make choices.
- Staff work with parents to ensure that children settle into the nursery with ease. They share important information about children's routines and what they like to do at home. This supports children's emotional well-being effectively and gives them confidence to explore the many interesting activities.

## **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:**

- provide more consistent support for children to develop their independence during daily routines such as mealtimes.

## Setting details

<b>Unique reference number</b>	EY501689
<b>Local authority</b>	Newham
<b>Inspection number</b>	10076637
<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>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Lithuanian Education Centre Studija Ltd
<b>Registered person unique reference number</b>	RP535506
<b>Telephone number</b>	0447891082227
<b>Date of previous inspection</b>	22 June 2018

## Information about this early years setting

Little Amber Nursery registered in 2016. The nursery employs 11 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or level 3, and four staff hold relevant qualifications at level 4 and above. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Claire Nunn  
Nelam Pooni

## Inspection activities

- The inspection started on 12 July 2024. Inspectors returned on 25 July 2024 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The first inspector carried out a joint observation of an activity with the manager and, together, they evaluated this.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents provided the inspectors with oral and written feedback.
- The manager, her deputy and the inspectors completed a learning walk of the setting.

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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