

Inspection of MEplace Big

7 Meldola Yard, London E9 5NW

Inspection date: 21 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff plan exciting experiences that children thrive on. For example, they enthusiastically fill different moulds with sand and empty them, then carefully refill them using different-sized spades, while sharing and playing cooperatively with their peers. Staff act as positive role models. This supports children to demonstrate consistently positive attitudes towards their play and learning. Children demonstrate confidence and independence as they change into their indoor shoes and put their belongings away as they arrive, while being greeted by friendly staff.

Children have developed close relationships with their key adults, who are dedicated to offering all children unique experiences based on their current stage of development. This enables children to build on their prior skills and knowledge. Thus, they make good progress. Children benefit from mindful activities that support them to learn strategies to manage their emotions well. Children delight in singing songs and staff encourage children to join in with key phrases during story time. This helps children develop their vocabulary and language and communication skills well.

Children with special educational needs and/or disabilities (SEND) are identified quickly and well supported by staff working closely with parents and external professionals. This ensures children with SEND make good progress. For example, children who were using single words to communicate when they started at the nursery are now communicating confidently using simple sentences.

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

- Leaders and staff plan a sequentially progressive curriculum built on their six pillars. Staff know the children well and identify any gaps in their knowledge early on. They identify what children need to learn next and plan a range of experiences to ensure all children are well prepared for the next stage in their learning.
- Staff join children in their play. They support children to develop their language and communication skills by narrating their play. Staff ask plenty of questions to check children's knowledge and understanding. For example, they ask children to describe the weather and share how they are feeling. However, at times, staff do not always allow sufficient time for children to process and respond to some questions.
- Staff carry out risk assessments in the setting and on trips out to ensure children are safe to explore. They hold discussions with children regularly on how to keep themselves safe. For example, staff discuss stranger danger and the importance of road safety with the children before leaving for a trip. This supports children to understand the risks in the environment and how to stay safe.

- Staff feel well supported by leaders and appreciate the focus on well-being and the training opportunities on offer. Managers plan training that meets the needs of staff and helps them to support the children well. For example, all staff received training on how to keep children even safer when encouraging them to take appropriate risks while practising their physical development skills.
- Staff plan activities through daily routines to provide children with the opportunity to build on their early literacy and mathematical skills well. For example, children learn to identify initial sounds in words. Staff also extend children's ability to problem-solve using their knowledge of numbers through their play. This helps children prepare well for the next stage in their learning.
- Parents are highly complimentary about the leaders and staff. They value the up-to-date feedback and communication they receive from the staff regarding their children's learning and development.
- Staff support children to develop their independence skills well. They plan opportunities through daily routines for children to complete tasks for themselves. For example, staff encourage children to practise brushing their teeth after mealtimes.
- Staff have high expectations of children's learning and behaviour. They remind children of the rules and teach them the meaning of different emotions. They also support children to learn different strategies to manage their emotions. This supports children to behave well.
- Leaders and staff plan experiences to teach children about the world around them. They plan activities, using their own backgrounds, to encourage children to celebrate different cultures and religions. In addition, they introduce children to words from other languages, such as greetings from around the world. This supports children to build a positive self-image as well as develop respect for others.

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:

- allow children sufficient time to think and respond to questions asked.

Setting details

Unique reference number	2710245
Local authority	Tower Hamlets
Inspection number	10361921
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	73
Number of children on roll	63
Name of registered person	ME PLACE LIMITED
Registered person unique reference number	2619272
Telephone number	07541683354
Date of previous inspection	Not applicable

Information about this early years setting

MEplace Big registered in 2022. The nursery is located near Hackney Wick, in the London Borough of Tower Hamlets. The nursery opens Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs 25 members of staff. Of these, 15 hold appropriate early years qualifications. Two members of staff hold qualified teacher status, two hold a level 7 qualification, three hold a level 6 qualification, three hold a level 3 qualification and one holds a level 2 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Honufa Begum

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, deputy manager and inspector conducted a learning walk together and discussed how the curriculum has been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector spoke to a range of staff about safeguarding policies and procedures.
- The manager and inspector carried out joint observations of different members of staff.
- The inspector observed interactions between the staff and children.

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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