

# Inspection of Marks Gate Children's Centre Nursery

Off Lawn Farm Grove, Rose Lane, Chadwell Heath RM6 5LL

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Inspection date: 29 August 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 greet children warmly. They help children to feel safe and secure, and children settle in well. Staff engage children in conversations. They babble back and forth with babies and hold lovely conversations with older children, such as about the weather. Staff offer children reassurances and cuddles when needed, helping them to settle quickly if they are upset. They provide children with the emotional security they need to flourish in this inviting nursery.

The manager has developed a broad and balanced curriculum that supports children to develop their skills and knowledge well across all areas of learning. Staff know children well and have high expectations of them. They support children to develop a deep understanding of different emotions and plan activities, such as 'breathing buddies', to support children to manage their emotions. Staff work with parents and external professionals to plan effectively for children's learning and development. This helps all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, to make good progress.

Staff support children to learn to follow rules and routines well. This helps children to develop a positive attitude towards their learning. Staff also help children to develop healthy attitudes. For example, they plan opportunities for children to plant their own fruits and vegetables. Once grown, children use these to prepare fresh and nutritious meals for their lunch.

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

- Key persons know their key children well. They understand what children can do and what they need to learn next. Staff plan resources and activities to support children to practise skills and develop their knowledge. They work closely with parents and provide examples of learning strategies that parents can use at home to support their children's learning further.
- Staff act as good role models. They provide positive praise to children when they share and manage their self-care well. Staff remind children of the different strategies they can use to manage their emotions. This supports children to behave well and demonstrate good behaviour consistently.
- Children who speak English as an additional language receive good support. Staff talk about children's home languages and cultures. They obtain key phrases from parents in children's home languages and use these to support children develop their language and communication skills. Babies learn to use Makaton signs, such as 'hello'. This helps to develop their early language.
- Overall, staff use good questioning skills to check children's understanding and guide their learning. However, at times, staff do not consider ways to extend and

further challenge children's learning. For example, occasionally, they do not build on children's prior knowledge, such as using mathematical concepts, in particular the language related to measure, when children play with water.

- Parents speak highly of the nursery and value the guidance and support they receive. They feel well informed about their children's learning and development. Parents comment on the positive progress their children have made at the nursery.
- The manager has rigorous systems in place to support staff to develop their individual practice. She ensures that staff access tailored training, which is monitored and reviewed for making sure that it is effective. This supports staff to develop their practice well. Staff are complimentary of the support that managers provide and express that they feel valued.
- Staff plan opportunities for children to visit the residents in the local care home and share baked goods with them. Staff also plan activities, such as delivering care packages to the local homeless people. This supports children to develop respect and empathy for others.
- The nursery works closely with the local farm. Children regularly visit the farm and learn about the different animals and their habitat, as well as the life cycles of different animals. Staff use these visits to support children to develop their knowledge of the world around them well.
- Managers and staff teach children to develop their knowledge and understanding of sustainable practice well. For example, they plan opportunities for children to germinate seeds, such as avocado seeds. In addition, staff teach children about the importance of recycling and ensure that opportunities for recycling are built into their daily routines. This supports children to develop a sense of responsibility in caring for the environment.

## **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:**

- use knowledge of what children know and can do to provide further challenge for children and extend their learning.

## Setting details

<b>Unique reference number</b>	EY399142
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10351627
<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>	52
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	The London Early Years Foundation
<b>Registered person unique reference number</b>	RP901332
<b>Telephone number</b>	020 8724 1305
<b>Date of previous inspection</b>	2 October 2018

## Information about this early years setting

Marks Gate Children's Centre Nursery registered in 2009 and is one of a number of children's centre nurseries run by London Early Years Foundation on behalf of Barking and Dagenham Council. It operates in the Romford area of the London Borough of Barking and Dagenham. The nursery employs 18 members of staff. Of these, 11 staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide early education for children aged two, three and four years.

## 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 inspector viewed the nursery and discussed the safety and suitability of the premises. The manager provided the inspector with a sample of key documentation on request, including medication, allergy and accidents records, and policies and procedures.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group and routine activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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