

Inspection of Green Lane Pre-School & Day Nursery

510 Green Lane, Goodmayes, Ilford, Essex IG3 9LH

Inspection date:

11 June 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff meet children and their parents warmly at the door when they arrive at the nursery. Children settle quickly and join in the activities provided for them. Older children enjoy spending time in the larger nursery garden, where they practise their physical development skills. They notice changes in the weather and quickly move to shelter when it starts to rain. They make sure they bring toys back under the shelter, so they do not get wet.

Relationships between staff and children are caring. However, leaders acknowledge that there is a need to recruit additional qualified staff, and there are plans in place to address this. At times, agency staff are employed, or leaders need to work in the nursery rooms, to meet the adult-to-child statutory requirements. This means that the permanent staff have high numbers of key children who they are responsible for, which makes it difficult to ensure that all children's needs are met consistently throughout the day. In addition, at times where ratios are not met, staff are simply not able to ensure all children consistently receive high levels of learning and teaching.

There is a clear vision for how children's learning will progress as they move through the nursery. All children, including those with special educational needs and/or disabilities, are making progress. Children generally behave well. They like to be helpers. They are taught manners, are polite and share resources with their friends.

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

- Children learn about being kind at the nursery, and they demonstrate thoughtful behaviour towards others. When children notice a spider is in the nursery, they ask staff to help them move the spider to a safe place. They move carefully to ensure they do not hurt the spider.
- Staff use lots of visual prompts to reinforce and support children's understanding of language. For example, in the baby room, staff use pictures of animals when they sing 'Old MacDonald Had a Farm'. They encourage children to join in with the noises the different animals make.
- Independence skills in some areas are well supported as children move through the nursery. For example, at mealtimes, younger children are encouraged to feed themselves when they are ready. In the pre-school room, children demonstrate confidence serving their food and pouring gravy from a jug. However, due to the pressures on qualified staff, at times, children have to wait too long for their key person to be able to support them with some elements of self-care, such as helping them learn how to change their clothes when they get wet.

- Leaders encourage staff to ensure all children have access to the nursery garden. However, this is inconsistently implemented in practice. Sometimes, staff working with younger children do not manage this until the end of the day. This means that some children have spent a long part of the day indoors, which does not fully support their learning, development and well-being.
- Children develop a love of books in the nursery. They have access to a range of stories and non-fiction books, which they use to find out about different bugs. Staff select books to generate discussion. For example, in the pre-school room, staff choose a book about starting school. This leads into a discussion about how children feel about starting school in September. This helps children prepare for the next stage in education.
- Mark-making skills are developing as children move through the nursery. They use tools while playing with play dough and practise painting and cutting in the toddler room. Older children's writing and drawings are displayed in the nursery as a celebration of their achievements. This supports children to feel pride in their ability and encourages their early writing skills.
- Parents report that communication is good. They appreciate the regular updates they receive on the online app regarding the activities and learning. They comment that staff are approachable and offer guidance for how they can support their children at home.
- Staff feel they can speak to managers about any concerns they may have and are encouraged to attend training to further develop their practice. Leaders are aware of areas for further development in the nursery and work closely with staff from the local authority to access guidance and support.
- Staff plan a range of learning experiences for the children. Some children access activities with excitement. However, due to ratios not always being maintained throughout the nursery, there are times where staff work with large groups of children, and they are not able to effectively ensure all children receive the right level of support they require. This impacts on the overall quality of teaching and learning children receive and on children's level of engagement.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

ensure that there are sufficient qualified staff and maintain ratios to ensure all children have their needs met at all times.	08/07/2024
--	------------

To further improve the quality of the early years provision, the provider should:

- strengthen the key-person system to ensure that staff are able to support children's development at all times
- review the organisation of routines to ensure the youngest children are able to have regular access to outside learning.

Setting details

Unique reference number	128506
Local authority	Redbridge
Inspection number	10347306
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	1 to 4
Total number of places	47
Number of children on roll	89
Name of registered person	A.M.A.B. Limited
Registered person unique reference number	RP909907
Telephone number	020 8590 1413
Date of previous inspection	22 August 2018

Information about this early years setting

Green Lane Pre-School & Day Nursery registered in 1998. The nursery is open all year round, Monday to Friday, from 8am to 6pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff. Of these, one holds qualified teacher status and a further five hold relevant childcare qualifications at levels 2 and 3.

Information about this inspection

Inspector

Kathryn Irvine

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector at appropriate times during the inspection.
- The nominated individual and the inspector carried out a joint observation during story time.
- Parents shared their views of the setting with the inspector.
- The nominated individual 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024