

Little Amber Nursery

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



Inspection date	22 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The indoor and outdoor learning environments are imaginatively developed to provide opportunities for children to investigate, experiment and use their imaginations.
- Children are emotionally secure and self-assured. They respond well to the warm, caring staff. Staff are positive role models and form good relationships with children. These trusting relationships support children to become emotionally prepared for school.
- Many of the children speak English as an additional language and are developing good communication skills. Staff support their emerging language well using techniques, such as modelling, repetition and using gestures.
- Leaders have a good understanding of what the nursery does well and where further improvement is needed. A strong partnership with parents and others supports children's good progress, including those at risk of delay.

It is not yet outstanding because:

- Staff do not consistently make the most of the questions they ask older children to extend their learning fully and promote their critical-thinking skills to a higher level.
- Leaders and staff do not use their assessment systems as well as possible, to monitor precisely the progress that different groups of children are making to ensure any possible gaps in learning are closing rapidly.

What the setting needs to do to improve further

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

- support staff to develop their questioning skills when engaging in discussions with older children to extend children's learning fully and promote their critical-thinking skills even further
- make better use of assessment systems to monitor the progress made by different groups of children precisely to close possible gaps even more rapidly.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector tracked a sample of children and discussed their progress with their key person.
- The inspector completed a joint observation with the manager and deputy manager.
- The inspector spoke to parents and children during the inspection and observed children during their play, indoors and outdoors.
- The inspector viewed documentation, including staff suitability, staff qualifications, policies and procedures, and other relevant documentation.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff fully understand their responsibilities to protect children from harm and are aware of the procedures to follow should they have a concern about a child's welfare. Robust recruitment and vetting arrangements are in place to ensure that staff suitability is effectively checked. Leaders closely monitor the quality of the nursery and seek views of children, staff and parents to make changes promptly and plan for future developments. Staff have regular supervision meetings and appraisals with leaders and are encouraged and supported to attend training to extend their knowledge and skills. This helps them to improve continually their practice and outcomes for children. Parents spoken to on the day of the inspection were complimentary about the nursery and pleased with the progress their children are making.

Quality of teaching, learning and assessment is good

Overall, teaching is consistently strong and all children are actively engaged in learning. Staff know the children well. They know when to sit back and observe and when to support children in their play. The planning evolves throughout the week as staff follow children's interests and support their next steps in learning. For example, staff added real herbs to an activity where children are pretending to make tea. Staff supported children to explore the feel and smell of the plants and children delighted in making scented 'tea' for their friends. Children receive good support to develop their communication and language. For instance, staff engage all children in conversation as they take part in activities. For children who are learning English as an additional language, staff use strategies, such as naming resources and translating as they point to different items.

Personal development, behaviour and welfare are good

Children demonstrate pride in their achievements. For example, a child proudly showed the inspector a picture they had drawn of a family member. Children show good levels of independence and curiosity, and are keen to explore new things. They are happy to engage in their own play and pursue their own ideas. For example, children gather a variety of resources to support them as they play with the sand. Staff are positive role models for children. They set good examples and provide clear explanations to support children's understanding of positive behaviour. Children's health and physical development are fostered well. Children are provided with healthy snacks and meals, and have frequent access to the outdoors, where they confidently negotiate space as they run and play games with dolls' prams.

Outcomes for children are good

All children make good progress from their starting points. They are happy, confident and enjoy their learning. Children use their imaginations very well during role play. They pretend to be police and fire officers as they dress up and talk about how they will help people. Children are developing their mathematical skills and are able to recognise numbers and shapes within their environment. All children, including those who speak English as an additional language, are well prepared for the next stages in their learning, including moving on to school.

Setting details

Unique reference number	EY501689
Local authority	Newham
Inspection number	1055721
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	37
Number of children on roll	41
Name of registered person	Lithuanian Education Centre Studija Ltd
Registered person unique reference number	RP535506
Date of previous inspection	Not applicable
Telephone number	0447891082227

Little Amber Nursery registered in 2016. The nursery employs eight members of childcare staff. Of these, five hold relevant childcare qualifications at level 2 and above, with the deputy manager holding qualified teacher status. The nursery opens from Monday to Friday, all year round, except one week at Christmas and bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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