

Inspection of Spring Nursery

Hidayyah Trust, 260 Poplar High Street, London, Middlesex E14 0BB

Inspection date: 3 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children eagerly play across the nursery. They display a strong sense of belonging and they enjoy being together. Children show they love achieving. They proudly show what they make and are able to do with adults. For example, children are eager to show their models and 'hoop' skills to staff. Children settle well and staff are kind and nurturing towards them. They praise and encourage children at every opportunity. For example, children enjoy receiving stickers when they have eaten a healthy packed lunch.

Parents know what their children are learning and leaders have an open-door policy. They welcome parents to come in and see how their children learn through play.

Staff are good role models for children. They show they value children and encourage their good manners and respectful interactions with others. Children enjoy developing their own ideas. They are willing to try new activities. Older children enjoy role play and dressing up. Younger children actively explore across the nursery. Staff have high expectations of what children can accomplish. They plan appealing activities that match children's interests and help them progress in their learning.

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

- Staff promote children's good independence skills. They encourage children to become responsible for their belongings. Children manage their own toileting and hygiene well.
- Across the nursery, staff prioritise children's good speaking skills. They consistently name and describe objects and actions for children. For example, they describe rainfall as younger children watch their marbles travel down the marble run. Staff introduce new animals, such as a cheetah, during children's small-world play.
- Children have good self-help skills. They wash their hands and wipe their own faces after eating. They enjoy having responsibilities for helping at the nursery. For example, children are happy to help staff wipe down the tables after eating.
- Children spend time exploring using their senses. For example, they enjoy scooping and filling measuring tubes with dyed, scented rice. Staff teach children to describe their containers as 'empty, full' and 'a quarter full', for example.
- Staff observe and monitor children's development closely. They swiftly identify children, who are making less than expected progress in their learning. Children with special educational needs and/or disabilities receive individual support. Staff work with external professionals, who provide them with advice and guidance.

All children make good progress from their starting points.

- Overall, children behave and concentrate well wherever they play. They listen to staff and follow their instructions. Staff encourage children to move around the nursery safely. For example, children place their hands on each others' shoulders and pretend to be a slow train as they leave the lunch room. However, at times when children are excited, they are less cautious with their movements. When this happens, staff miss opportunities to remind children of behavioural expectations in place to keep them safe.
- Children have opportunities to learn from technology. They have access to age-appropriate educational games on the computer, which staff fully supervise. However, staff do not make best use of this time to talk to children to help them develop a deeper understanding of how they can keep themselves safe when online.
- Parents are well informed and are happy with their children's overall progress. They describe staff as approachable, kind, and welcoming.
- Staff feel they receive good support from leaders. They have plenty of opportunities to progress in their career through training and professional development. The manager encourages staff to share learning from courses they have attended. This ensures staff continually improve their skills and childcare knowledge.
- The manager is a proactive and passionate leader. She has a deep understanding of children's multicultural backgrounds. She uses her insight constructively to devise a broad and balanced curriculum. Children learn about other people from visiting places of interest. For example, children visit the local church, mosque, Sky Gardens and London City airport. They learn about Hanukah and Christmas celebrations.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection. They recognise when a child is at risk from harm or suffering abuse. Staff know the roles of their local safeguarding partners and how to contact them. They know who they must inform should an allegation be made against them. Staff perform routine headcounts of children. They ensure children are always supervised, both indoors and outdoors. The manager ensures staff make ongoing risk assessments to all areas of the nursery and children's activities. She has a vigilant attitude towards hazards and takes active steps to minimise risks to children.

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 reminders to children of expectations in place to keep

them safe and well

- increase opportunities for children to learn how to keep themselves protected when they are online.

Setting details

Unique reference number	2553886
Local authority	Tower Hamlets
Inspection number	10258696
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	35
Name of registered person	Spring Nursery Limited
Registered person unique reference number	2553885
Telephone number	02034898383
Date of previous inspection	7 September 2022

Information about this early years setting

Spring Nursery registered in 2019. It operates from premises in Poplar, in the London Borough of Tower Hamlets. The nursery is open from 9.15am to 3.45pm, Monday to Friday, during school term times. Children may attend either morning or afternoon sessions or full time. The nursery employs nine members of staff. Of these, one holds early years professional status and seven hold early years qualification at level 3. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector a range of documentation, which included those to demonstrate the suitability of staff.
- 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 that this was having on children's learning.

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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