

Inspection date	21 November 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 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

The provision is good

- The manager is highly reflective and speaks passionately about her plans for developing the provision. She works effectively with the deputy manager and other staff to identify where further improvements can be made. For example, they have broadened the opportunities for children to explore mathematics, which has helped to enhance children's learning in this area.
- Partnerships with parents are effective. Parents say that they are given a good range of information about their children's learning and development, which helps them to support these at home. For instance, they access information on their children's learning online and receive regular newsletters about nursery events and activities.
- Children and staff form close, caring relationships. Staff get to know children well and are sensitive and responsive to their emotional and physical needs. Children demonstrate they are confident and secure in the setting. They happily greet staff as they arrive and quickly become engaged in activities.
- Children make good progress from their starting points. Children who speak English as an additional language develop good communication skills alongside their peers.

It is not yet outstanding because:

- Routines around mealtimes for toddlers are not consistently well organised to maximise children's learning and enjoyment at these times of the day.
- On occasion, staff do not take account of the different ages and abilities of children when planning and delivering group activities.

What the setting needs to do to improve further

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

- review the organisation of some daily routines for toddlers, to ensure that children enjoy and learn from these as well as possible
- take account of children's individual learning needs when planning and delivering group activities, to ensure that all children are consistently stimulated and challenged.

Inspection activities

- The inspector observed a range of activities indoors and outdoors. She assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and deputy manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector held discussions with parents and took account of their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of leadership and management is good

The manager has good systems to guide the qualified staff and support their ongoing professional development. Staff speak enthusiastically about opportunities for further training. They say they are encouraged to improve their childcare qualifications and helped to strengthen their teaching and assessment skills. They receive a good range of training to help them understand a broad spectrum of safeguarding issues. Safeguarding is effective. The manager and staff have a clear understanding of what to do if they have any concerns about a child's welfare. There are robust systems to maintain children's health and safety in the nursery. For example, staff carry out daily checks to help ensure that indoor and outdoor areas are free from hazards.

Quality of teaching, learning and assessment is good

Staff closely monitor children's progress from the time they join the setting to identify what they already know and what they need to learn next. They quickly recognise where children may benefit from additional support and put in place measures to enhance their development. For example, where children speak English as an additional language, staff incorporate words from children's home languages, to help boost their confidence and communication skills. Staff help children to gain a broad understanding of the world around them. For example, they take them on outings into the local community and teach them about a range of cultural and religious events. Older children also attend sessions at the school in which the nursery is located. Nursery staff have developed good links with their teachers, which helps to maintain continuity in children's care and learning.

Personal development, behaviour and welfare are good

Staff provide a stimulating environment indoors and outdoors. They understand that active play is beneficial for young children and promote this well. For instance, staff initiate physical games outdoors. They join in enthusiastically and encourage children to move in different ways, helping to promote the development of their large and small muscles. Meals and snacks provided by the nursery are healthy and nutritious, supporting children to make positive choices about what they eat. Staff guide children's behaviour well. They praise them for good behaviour and provide consistent reminders about rules and boundaries. Older children discuss their 'golden rules', such as how to be kind and how to move around the classroom safely. Children's behaviour is good.

Outcomes for children are good

Children are active, enthusiastic learners. They acquire a good range of skills to support the next stages in their development, including being ready to start school. Children become increasingly independent in managing their personal care needs, such as feeding themselves and putting on their shoes and coats. Children of all ages show a keen interest in literacy. They listen to stories, look at books independently and explore different ways to make marks. Children learn about money and practise counting as they play a shopping game. They create shapes and form patterns from play dough. Babies show an interest in technology as they explore resources in the nursery's sensory room.

Setting details

Unique reference number	EY552491
Local authority	Redbridge
Inspection number	10084010
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	58
Number of children on roll	71
Name of registered person	Excel Nurseries Limited
Registered person unique reference number	RP552490
Date of previous inspection	Not applicable
Telephone number	03333443090

Excel Nurseries registered in 2017 and is situated on the campus of Ilford Jewish Primary School. The nursery is open Monday to Friday from 7.30am to 6pm for most of the year, closing at 2pm on Fridays during the autumn and winter months. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 13 members of staff, all of whom hold relevant childcare qualifications. The manager and one other staff member hold qualifications at level 6. Other staff are qualified at level 5, level 3 or level 2.

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