

The Maples

80a, Gascoigne Road, Barking IG11 7LQ



Inspection date	19 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders make accurate evaluations of the nursery's areas of strength. They correctly identify areas needing improvement, taking into account the views of staff and parents. They rigorously track assessment data, identify gaps in attainment and put effective measures in place to close them.
- Leaders and staff are highly skilled and work well as a team. They cohesively use their teaching knowledge exceptionally well to support children's learning and development.
- Partnerships with parents are exceptionally strong. Leaders find innovative ways to engage parents in their child's learning at home. For example, they use some of the additional funding the nursery receives to purchase books and cameras for parents to use to support their child's learning at home. Parents say they are very happy with their children's progress and the staff are very approachable and caring towards all the children.
- The nursery environment is extremely well organised. Children demonstrate a well-embedded understanding of the routines. They confidently say what they are doing next and why. There is a consistent approach across the entire team of modelling positive interaction. As a result, children show high levels of respect for each other and are extremely well behaved.
- Staff make accurate assessments of children's starting points. They use this information, alongside children's interests, to plan highly stimulating activities that help children make speedy progress in their development.
- Staff have very strong, caring bonds with babies. As a result, babies quickly develop the confidence to curiously explore. Hygiene practice is exceptional. Children routinely wash their hands before eating, after playing and after blowing their noses.
- The children enjoy celebrating various festivals, for example Chinese New Year. They have high self-esteem and understand that other children have different family traditions to their own.

What the setting needs to do to improve further

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

- continue to support children who speak English as additional language in using their home language in their play
- consider ways to share exemplary practice with leaders of other local settings, to help promote high-quality standards of care for young children in early years provision.

Inspection activities

- The inspector observed the interaction between staff and children during their play and learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents, took account of their views and looked at parental feedback forms.
- The inspector spoke to staff and children at appropriate times.
- The inspector sampled a range of documentation, including child progress records, staff files and the setting's policies and procedures.
- The inspector held meetings with the leaders to look at relevant documents, such as staff records and risk assessments.

Inspector

Olivia Awolola

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Managers ensure all staff have a strong awareness of what constitutes abuse. Staff are very clear on the procedure to follow should they have concerns about a child. Leaders ensure staff are deployed very well. Staff are assigned to the age group of children where their skills and experience will be most effective. Therefore, children receive high-quality levels of care. Partnerships with parents are strong. Managers effectively overcome the area-wide challenges of engaging highly transient families by offering one-to-one support when necessary. As a result, parents have high levels of involvement in their children's learning. Through highly reflective arrangements for staff supervision, managers ensure all staff access training and have regular opportunities to share their knowledge and skills with their colleagues. As a result, the quality of teaching and learning is rapidly improving towards outstanding.

Quality of teaching, learning and assessment is good

Key persons make accurate assessments of children's starting points. Children receive full support from planned activities that help them make speedy progress in their different areas of development. For example, children who have low starting points in mathematical development are given a wealth of opportunities to practise counting, comparing size and recognising numbers. They enjoy making sandcastles and describing their size, catching numbers in nets, counting buttons and matching pom-poms to coloured cards. As a result, these children catch up with their peers. Language and communication is an area of particular strength across the provision. Children who speak English as an additional language receive some support by staff to use their home language in their learning and play. Therefore, they grow confidence to acquire some English. Babies quickly develop early language by echoing words spoken by staff. Staff ensure babies retain vocabulary by naming objects and encouraging babies to touch and feel them. As a result, babies quickly move on from babbling to saying words.

Personal development, behaviour and welfare are outstanding

Staff give good explanations for behaviour. As a result, children play harmoniously together. Staff place a high priority on promoting children's health and well-being. They adhere to meticulous hygiene routines. Subsequently, the spread of germs and infections is minimised. Staff give children a wide range of interesting experiences that promote cooperation, turn taking and listening. For example, children listen to stories in small groups and talk about their likes and dislikes. While playing outdoors, staff engage well with the children and give good consistent narrations to describe what they are doing. As a result, children quickly acquire the vocabulary necessary to have simple conversations with one another. For example, they correctly name the vegetables while role playing in the soup kitchen.

Outcomes for children are outstanding

Young babies quickly learn to independently walk and climb. Toddlers sit and listen well due to ample opportunities to play small-group games such as 'what's in the box?' Older children quickly learn to recognise their names by choosing their name cards during registration and drinking from named water bottles.

Setting details

Unique reference number	EY542305
Local authority	Barking and Dagenham
Inspection number	10089975
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	80
Number of children on roll	111
Name of registered person	Chestnut Nursery Schools Limited
Registered person unique reference number	RP520854
Date of previous inspection	Not applicable
Telephone number	07515170491

The Maples registered in 2017 and is situated in Barking in the London Borough of Barking and Dagenham. The setting opens each weekday from 8am to 6pm throughout most of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 11 members of staff, all of whom hold relevant early years qualifications at level 2 and above.

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