

# Early Start Lawrence Avenue



Susan Lawrence Childrens School, Lawrence Avenue, LONDON E12 5QR

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 8 April 2019   |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of leadership and management                    |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Outstanding    | 1        |
| Outcomes for children   |                         | Good           | 2        |

## Summary of key findings for parents

### This provision is good

- Staff develop extremely warm and supportive relationships with the children. This helps children to settle quickly and feel comfortable and confident in the nursery. For example, children who are struggling to say goodbye to their parents are given a cuddle by staff and soon happily walk into the nursery to join the activities.
- Children's behaviour is exceptional. Staff model their high expectations of behaviour, and support children with praise and smiles. For example, younger children are encouraged to help put the crayons back into a tub and children smile broadly at staff when they receive praise. Older children are encouraged to share a favourite bicycle in the outside area and are rewarded with praise when they let their friends have a turn.
- Staff know the children well and plan activities that they know will interest them. For example, they provide a range of watering cans for children to water the herbs in the garden. They notice that children are enjoying themselves and put out a water tray so that pouring opportunities can continue.
- The manager has a clear vision about the strengths of the nursery and the areas for further development. She uses strategies to collect the views of parents and children and acts on these. For example, a parental questionnaire identified that parents would like to see more of the children's work and so they organised a gallery of work in the entrance for parents to see as they drop off their children.
- Children make good progress, particularly in their communication and language development and are well prepared for the next stage in their learning. For example, children in the baby room are using words to name objects and two-year-olds are asking and answering questions about their activities.
- Leaders' procedures to monitor and evaluate the progress of groups are not yet fully embedded in their practice.
- Occasionally, staff do not use opportunities consistently well to challenge children and extend their learning during activities.

## What the setting needs to do to improve further

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

- enhance monitoring systems to evaluate the progress of different groups of children more effectively
- strengthen the opportunities to challenge children to deepen their knowledge and understanding in activities.

### Inspection activities

- The inspector toured the areas of the premises used for childcare purposes.
- The inspector spoke with children and staff and observed activities throughout the nursery.
- The inspector carried out a joint observation with the manager. He also met with her to discuss self-evaluation, procedures and monitoring processes.
- The inspector sampled a range of documentation, including children's records, policies and staff qualifications and suitability.
- The inspector read comments from parents to obtain their views.

**Inspector**  
Matthew West

## Inspection findings

### Effectiveness of leadership and management is good

Leaders have created an atmosphere of self-reflection and evaluation. They continually seek feedback from parents, staff and children to inform their action plans. Leaders have created positive links with their partner nursery, local nursery school and adviser. This helps them to identify how to improve further. Staff benefit from a range of professional development opportunities. For example, staff have recently had training on the characteristics of effective learning. The impact of this can be seen in the way staff encourage children to have a go for themselves. All staff have recently completed paediatric first-aid training. Safeguarding is effective. Staff know the procedures to follow if they are concerned that a child is at risk of harm and the signs to look out for. This helps to keep children safe in their care. Leaders have a robust risk assessment procedure to ensure that any risks to children are minimised and children are kept safe.

### Quality of teaching, learning and assessment is good

Staff are enthusiastic about their work and interact positively with the children. They regularly observe children and assess their learning. They provide interesting activities that the children enjoy. For example, older children work in a group to make dough together in a large floor tray. Staff use questioning well to encourage children to make choices and develop their language as they play. For example, they ask if they would like to add some water and then talk about whether their dough is 'sticky' or 'powdery'. Younger children smile and bounce up and down as staff sing nursery rhymes while they play with them. Staff identify opportunities to develop children's mathematical skills as they play. For example, as children help to set the table for lunch, staff ask if they have enough cups and count them together.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Staff know how to encourage young children to work together and share resources. Children have many opportunities to learn about being active and eating healthily. Staff talk to children about making healthy choices as they eat their snacks. They use encouragement and praise to get children to fill their plates with a balanced meal as they serve themselves their lunch. Staff teach children the benefits of being active outside as they run and play 'chase' and laugh with them outside. These warm interactions have a positive impact on children's well-being. In the outdoor space, older children play with younger children and support them to learn to care for plants and share the equipment. Children's care needs are very well met through kind and positive interactions, such as during changing routines.

### Outcomes for children are good

All children make good progress in all areas of learning. This is particularly evident in children's communication and language development, where children with special educational needs and/or disabilities, and those learning English as an additional language, are catching up with other children. Older children share books in small groups with staff. Staff ask them about the characters in the book and what they think might happen in the story. Staff say the names of objects that younger children touch to support their language development.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY543065  |
| <b>Local authority</b>                           | Newham  |
| <b>Inspection number</b>                         | 10090210  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Full day care                                       |
| <b>Age range of children</b>                     | 1 - 4   |
| <b>Total number of places</b>                    | 56  |
| <b>Number of children on roll</b>                | 44  |
| <b>Name of registered person</b>                 | Early Start Education Ltd                           |
| <b>Registered person unique reference number</b> | RP543064  |
| <b>Date of previous inspection</b>               | Not applicable                                      |
| <b>Telephone number</b>                          | 0203 373 6050                                       |

Early Start Lawrence Avenue registered in 2017 and is one of two nurseries run by Early Start. The setting is in Manor Park, in the London Borough of Newham. It is open from 8am to 6pm, Monday to Friday, for 51 weeks in the year. The setting also provides after-school care from Monday to Friday, from 3.15pm to 6pm, during term time, and operates from 8am to 6pm during school holidays. The provider employs nine staff. Most staff hold appropriate qualifications in early years at level 3, and two staff hold level 5 qualifications. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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