

Shining Futures Nursery

Threshold Centre, 1 Ada Place, London E2 9BA



Inspection date	22 August 2018
Previous inspection date	22 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 ensures that staff are deployed appropriately around the nursery to meet children's needs. Staff supervise children well and children demonstrate that they have good relationships with staff.
- Staff know the children well. They talk confidently about where children are in their learning and development and what they need to do to support their continuing progress. As a result, children make good progress.
- The manager and staff are ambitious and reflective. They seek the views of parents and children to help them identify further ways to improve the quality of the provision.
- Children behave well. Staff have clear strategies to manage children's behaviour in a positive manner. For example, they talk to older children about the rules and boundaries in the nursery. Children demonstrate that they are emotionally secure.
- Parents comment positively about the nursery. They describe the staff as, 'Warm, caring and kind' and highly value the service the nursery provides.

It is not yet outstanding because:

- The manager has not developed effective systems to compare the progress made by all groups of children to reduce any gaps in their learning.
- At times, the mealtime routine becomes slightly hectic. Some children become distracted while other children's needs are not as well met as at other times.

What the setting needs to do to improve further

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

- build on strategies for comparing the progress made by different groups of children to help increase the potential for them to achieve at the highest possible levels
- review the organisation of routine activities to better support children's individual needs.

Inspection activities

- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Yasmin Nijabat

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team and staff are vigilant and very clear about the signs that might lead them to be concerned about a child. They have robust policies and procedures that they implement conscientiously to keep children safe from harm. Managers establish thorough recruitment procedures and routines for monitoring staff practice. Regular supervision and monitoring meetings for staff and the manager ensure that everyone is aware of their strengths and areas for development. Staff have good access to training to keep their skills up to date and enhance the learning outcomes for children. New members of staff receive good support to help them quickly settle and become part of the well-established team. Parents are happy with the quality of care and education that their children receive and how well their children are learning and developing.

Quality of teaching, learning and assessment is good

Staff provide a welcoming environment and children have strong relationships with their key person. Assessments are undertaken for all children, including those who have special educational needs (SEN) and/or disabilities. This ensures plans are in place to help to build on their abilities. Staff get down to children's level and encourage them to try new ways to do things. They provide activities which stretch the most able children. For example, pre-school children successfully develop good early reading and writing skills. Children learn to read and write their names, and enjoy identifying letters and the sounds they represent. Children, including babies, enjoy looking at and listening to their favourite stories. Older children anticipate key events in stories and understand how stories are structured. Children enjoy riding wheeled toys and confidently negotiate space when playing racing games. Staff use resources which allow children to use mathematical concepts, such as number, shape and capacity. Staff encourage children to use their imaginations and be creative.

Personal development, behaviour and welfare are good

Children behave well. They learn to respect each other and to share and take turns. An effective key-person system is in place and staff understand the unique individual needs of all children. This helps children new to the setting to settle quickly and supports all children to feel safe and emotionally secure. Children are reminded of the importance of washing their hands before they enjoy a wide range of healthy meals and snacks. Children learn independence skills as they serve their own meals and pour their drinks during mealtimes. Staff carry out daily checks of the premises to ensure that all areas used are safe. Children learn about keeping themselves safe as staff encourage them to move around objects as they begin to learn to walk. Children play safely with each other indoors and outdoors.

Outcomes for children are good

Children are happy, confident and self-motivated. They make good progress from their starting points and are well prepared for the next stages in their learning, including their move on to school. Babies enjoy being held and cuddled. They confidently extend their physical skills. They hold onto toys to crawl and walk freely around the room. Children

have the independence to select their own toys and resources that are easily accessible, to support their interests. Children develop good physical skills and control of their bodies. For instance, they enjoy opportunities to explore clay, sand and water areas, and they develop their hand muscles and coordination. They enjoy climbing over large outdoor apparatus, developing large muscles and skill.

Setting details

Unique reference number	EY479900
Local authority	Tower Hamlets
Inspection number	10066416
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 5
Total number of places	50
Number of children on roll	94
Name of registered person	Shining Futures Ltd
Registered person unique reference number	RP533845
Date of previous inspection	22 March 2016
Telephone number	0207 998 76 45

Shining Futures Nursery registered in 2014. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above.

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