

Inspection of Charis Daycare Nursery

Charis Christian Centre, 78 Capworth Street, Leyton, London E10 7HA

Inspection date: 6 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders and staff create an enriching and exciting curriculum that engages all children. They build strong relationships with families. Staff work with parents to consider the needs of individual children, including disadvantaged children. They create ambitious and exciting opportunities for children to learn about the world around them. Children are curious learners. They are keen to talk about meeting firemen, travelling by bus and going to museums. Children develop confidence and are excited and motivated to learn.

Staff teach children key self-care skills. They support all children, including children with special educational needs and/or disabilities (SEND), to gain high levels of independence. Staff teach children how to use the toilet by themselves. When children struggle, staff work with parents to use a range of strategies to support them. All children are competent and independent learners. They feel happy and safe. Children develop high levels of emotional and physical well-being.

All staff build strong and nurturing relationships with children. Staff give children consistent messages about their behaviour. For example, children learn to tidy up after themselves. Leaders and staff create consistent routines for all children. Staff give children support when moving between activities. Children feel emotionally secure and safe. They are kind to each other.

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

- Leaders build a curriculum that celebrates the diverse backgrounds of all children at the nursery. They build opportunities into the curriculum for children to celebrate their cultural differences. For example, children taste foods and wear clothing from different cultures. Children share their experiences and feel valued. They learn about tolerance and respect for themselves and other people.
- Leaders train staff to identify the knowledge and skills that all children need to learn. They plan a well-sequenced curriculum for all children. Staff give children the time they need to repeat activities and hone their skills. They rigorously track children's progress. Staff adapt planning to ensure suitably challenging learning opportunities for all children. Children are well prepared for the next stage of their education, including school.
- Staff understand that the life experiences of disadvantaged children are sometimes limited. They identify where children have gaps in their learning. Leaders use funding to support disadvantaged children to have a broad range of experiences. Children gain confidence in a variety of social situations. They feel excited to explore the world around them. All children are motivated learners who feel successful.
- Staff adapt their language to meet the needs of children. They have high

expectations for children who speak English as an additional language. Staff speak clearly to children and skilfully repeat and reinforce ambitious new vocabulary. Children learn to express their needs with confidence.

- Parent partnerships are effective. Leaders reflect on how they engage with parents and the impact this has on children's development. For example, leaders have introduced open days for parents. Staff share strategies with parents on how to support their children's learning at home. Parents say that the information they receive from staff helps them to extend children's knowledge and skills.
- Staff understand that some children need additional support with their learning. Leaders and staff plan challenging learning opportunities. They consider the needs of children, including those with SEND. Staff work together with other professionals to support children's learning where appropriate.
- Staff teach children about the importance of being physically healthy. Children spend time outside every day in the fresh air. However, opportunities for children to be physically active are sometimes limited. For example, staff do not always encourage children to take appropriate risks, such as running and climbing. As a result, some children are not able to build core strength at the highest levels.
- Leaders are reflective of their practice. They have a robust approach to supporting staff. Leaders carry out regular supervisions to identify any support staff may need. They organise continuous professional development opportunities for staff. They link these closely with the needs of individual children. The teaching skills of all staff continue to improve over time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop further opportunities for children to be physically active to support them to gain core strength at the highest levels.

Setting details

Unique reference number	2675936
Local authority	London Borough of Waltham Forest
Inspection number	10350643
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	21
Name of registered person	Charis Daycare Nursery Limited
Registered person unique reference number	2675934
Telephone number	02082792034
Date of previous inspection	Not applicable

Information about this early years setting

Charis Daycare Nursery re-registered in March 2022, and is operated by Charis Daycare Nursery Limited. The setting is situated in Leyton, in the London Borough of Waltham Forest. The setting operates from Monday to Friday, term time only, from 8am to 4pm. The setting provides funded early education for children aged two, three and four years. The setting employs six members of staff, five of whom hold an appropriate early years qualification at level 3 or above.

Information about this inspection

Inspector
Kate Daurge

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024