

Inspection of Halo Nursery

203 Haggerston Road, London E8 4HU

Inspection date: 21 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders and managers demonstrate high aspirations for all children. They have worked hard to embed and improve the curriculum since the last inspection. Staff training, and supervision sessions have been prioritised. Staff are confident to talk about their key children's development and the next steps for their learning. They have established effective partnerships with parents and outside professionals. This helps to ensure all children, including those with special educational needs and or/disabilities, are supported to make good progress. Staff ensure that all children are supported to have a voice. For example, visual timetables and learning prompts help children to understand the routines of the day so they can be included in the plans.

Children have secure attachments with staff. The warm welcome they receive in the morning supports them to arrive happy and confident. Children independently find their pegs to hang up their coats and bags. Staff support children to have choices. For example, children are excited to choose their favourite songs to sing. Their self-esteem is lifted when staff praise them for their good listening or for their helpful behaviours as they tidy away resources. Children learn how to keep themselves safe, staff teach them about safety protocols when they are going on outings to the park. These encouraging opportunities support children to develop positive attitudes towards their own self-care and learning.

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

- Managers and staff have clear intentions for the learning that children will achieve while attending nursery. Staff plan a broad curriculum with due focus on meeting all children's individual learning needs. Staff planning encompasses children's interests while also making learning fun. For example, children are excited to make and eat their own pizzas. They learn how to squeeze and spread puree onto their bases and add toppings of their choice. Staff introduce new vocabulary, such as 'ingredients' and 'spreading'. Children demonstrate good concentration skills. They listen and follow instructions well. These skills help to prepare children for their eventual move on to school.
- Children are excited to engage in adult-led learning experiences. They are focused on filling containers as staff teach them the concepts of 'full' and 'empty'. Children enjoy catching pretend fish in the water tray, as staff encourage them to count how many they have altogether.
- Children behave well as staff teach them about sharing and taking turns. However, staff do not consistently support children to understand the rules of accessing popular activities. This is because children who want to join in are told to return in a short while, when there are less children. Staff do not consistently monitor this, which means that some children do not get a turn. Consequently,

children are not always supported to understand rules of fairness.

- Children are enthusiastic to go to the park. Staff support their independence. They teach them how to put on their own coats. They provide children with praise when they persevere with their buttons and zips. Children learn to climb and balance with staff, who teach them how to use physical play equipment. For those children who prefer quieter pursuits, staff provide chalks for drawing and buckets and spades to make sandcastles. This helps to ensure that all children can do something they enjoy. This, in turn, supports children to develop positive attitudes towards their learning.
- Staff provide ample opportunities for children to engage in role play to support their imagination. They plan adult-led creative experiences to encourage children to explore paint and concepts of colour. However, these experiences do not consistently support children to be successful in pursuing their own ideas. For example, small painting pallets with large brushes result in children's paper becoming saturated with water. This does not always support children to be successful in their creativity.
- Parents express high levels of satisfaction with the nursery. They value the positive relationships their children have with their key person. They state their children have made good progress. Parents comment particularly on their children's improved communication and language, and their development of good social skills. Parents feel well informed about their children's progress, and value both verbal and written feedback they receive.

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:

- build on strategies used to support behaviour, so that all children are consistently supported to understand rules and boundaries
- improve opportunities for children to successfully explore craft materials, allowing them to use their imaginations to test out their own ideas.

Setting details

Unique reference number	2682724
Local authority	Hackney
Inspection number	10360326
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	Halo Nursery Limited
Registered person unique reference number	2682725
Telephone number	02038183650
Date of previous inspection	24 June 2024

Information about this early years setting

Halo Nursery registered in 2022. The nursery operates Monday to Wednesday from 8am to 5pm, term time only. The manager holds a suitable early years qualification at level 6. There are seven other members of staff working directly with children, the majority of whom hold suitable qualifications, ranging from level 2 to level 6. The nursery receives funding to provide early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Siobhan O'Callaghan

Inspection activities

- The deputy manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided indoors and went on a trip to the local park with staff and children. The inspector assessed the impact that this was having on children's learning.
- The inspector talked with staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the deputy manager. This was for an adult-planned learning experience.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2025