

Inspection of East Wick Kids

19 Tandy Place, London E20 3AS

Inspection date: 20 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming nursery. Staff provide a nurturing environment, where children can feel safe and confident. Secure settling-in procedures are well managed, so that children receive support and reassurance when needed. Key persons offer reassurance when children are unsettled. Staff talk to children and listen to them as they respond, telling staff what they would like to do. Staff sit closely with toddlers, so they can communicate and make choices in their play. They talk to children calmly and clearly to develop their language and understanding. Children are proud to share their knowledge as they cut and measure shapes so they can fit together. Staff encourage children to observe and count all the pieces in the puzzle as they match them together with numbers.

Children of all ages are confident to initiate their own play. Staff use key words in children's home languages so that all children are valued and acknowledged. Staff plan for community celebrations, including their families so that children learn about respect and each other's values. Children enjoy play in the well-resourced outdoor play areas. They use age-appropriate climbing and balancing equipment confidently and safely. On outings to the forest area, staff teach children to identify and manage risks as they play. They explore the natural forest and observe the trees and wildlife. They participate with enthusiasm, climbing and balancing on the rope swings in the trees. Children enjoy the enclosure of the den they have helped to build with staff. They are praised when they remember that honeycomb is made by bees. They show confidence and a sense of achievement as this is fully acknowledged.

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

- Leaders are clear about their plans for the ongoing development of the provision. They work closely with staff with a clear focus on what they want children to learn and to build on what children already know and can do. They appreciate support and guidance from local authority early years advisors to support this commitment. The manager and deputy manager spend time in the rooms, modelling good practice and providing additional support at key times.
- Leaders prioritise staff well-being. Visual reminders are displayed in the staff room that is designed for staff to be able to take breaks and have valuable rest time. Staff say they feel valued, and morale is high. They show confidence in their roles and appreciate the support they receive in gaining additional qualifications.
- Children's communication and language skills are prioritised. Toddlers confidently explore and follow their interests, readily selecting resources to play with, and stay focused for some time. Staff plan exciting interactive story sessions using props to engage their attention. They use good questioning skills to encourage

children to think about the story and to share what they can see. Staff fully involve children in choosing the books to read and songs to sing at circle time.

- Staff are clear about boundaries, they explain to children in language they can understand the impact their behaviour may have on others. They aim to teach children with age-appropriate support, so that children are empowered and develop emotional resilience. Children respond well, showing kindness towards each other and developing close friendships.
- Staff teach children how to be safe and risk assessments are used effectively to ensure children play and explore in a safe environment. Occasionally, communication between staff could be further strengthened. This is to be clear and consistent about the planning and organisation of daily activities and routines and so that children do not have to wait too long to join the activities.
- Staff use guidance and assessment tools to identify areas of focus for individual children. They are aware and prepared to use this information to make referrals to other professionals if required. This targeted support is prioritised so that children, including those children with special educational needs and or disability, can get the early and ongoing support they need.
- Staff are caring and nurturing towards children. They get down to children's level and children mostly approach staff for reassurance if needed. Staff adapt activities to enable children to take part. However, at times some children are not always as engaged as much as they could be during group activities.
- Staff provide children with nutritious meals and snacks that they enjoy. Children of all ages are gaining valuable self-care skills. They are developing independence and staff teach them to wash their hands at regular intervals. Children are keen to be helpers as they clear the area after lunch and for outdoor play.
- Parents say that they fully appreciate that the staff team work extremely hard to provide their children with an enjoyable and valuable experience. Recently introduced celebration events and an online app all contribute to this good communication, so that parents can join in with their children enjoying and benefitting from their play and learning. Parents with older children are confident that their children have developed the skills needed to be ready for school.

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:

- support staff to develop their interactions with children during group activities

- and spontaneous play to help all children remain more involved and engaged
- strengthen staff communication for planning and preparation of activities, including for outdoor play and outings.

Setting details

Unique reference number	2701067
Local authority	Hackney
Inspection number	10394493
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	82
Number of children on roll	76
Name of registered person	Happy Little Doves Ltd
Registered person unique reference number	2701064
Telephone number	07891958086
Date of previous inspection	Not applicable

Information about this early years setting

East Wick Kids registered in February 2023. They are situated in Hackney Wick within the Borough of Hackney. They operate Monday to Friday from 7.30am to 6.30pm, and Saturday from 9am to 4pm, all year round. They are closed for holidays for one week in the summer and one week at Christmas, as well as bank holidays.

Information about this inspection

Inspector

Catherine Greene

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.
- The manager and the inspector carried out a joint observation during the forest school activity.
- The inspector read letters of reference and spoke to parents about their views on the service they receive.
- The manager provided the inspector with a sample of key documentation on request, including records of staff suitability.

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.

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