

Inspection of Nanny Jane's Nursery

220 Essex Road, London N1 3AP

Inspection date:

12 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff provide children with a warm welcome and nurturing interactions, which help them to feel relaxed in their care. However, while staff recognise each child's abilities, next steps and interests, they often fail to incorporate this information when planning activities that build on what children already know. In addition, despite being experienced, staff lack the confidence to engage children effectively in meaningful play and learning. For example, when small toy animals and farm figures are on a table, toddlers move them around and mimic the sounds of the animals. However, they quickly become uncertain about what to do next with the toys without support from staff. This limits the progress all children make.

There are strong attachments between children and staff. Leaders and staff aim to offer experiences that support children in becoming confident communicators, sociable individuals and ready for school. Overall, children behave well and demonstrate respect and kindness towards others. Staff have established clear and age-appropriate expectations for the boundaries that children learn to follow.

Staff are kind and caring. They provide reassurance to children, especially younger ones and newcomers. Staff offer comforting cuddles when children and babies become upset. This helps to foster trusting relationships between children and staff. Leaders and staff plan a diverse range of learning opportunities to enhance children's cultural capital. These opportunities include outings to the transport museum, local parks, soft-play areas and organised visits to the fire station.

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

- The nursery has a good variety of resources and toys. However, staff often overlook how these can enhance planned activities and children's learning. As a result, children frequently lose interest and motivation as they move from one activity to the next. In addition, staff observe children during their play and monitor their progress, sharing this information with parents and carers. However, they do not use this information effectively in their planning, which limits their ability to tailor teaching to support individual children's development.
- Staff encourage children of all ages to participate in large-group activities, such as listening to stories and joining in action and movement games. However, staff overlook that some large-group activities are not suitable for all children, particularly for the younger and quieter ones. As a result, children lose focus and are not highly motivated to engage in purposeful learning.
- Staff enhance children's communication skills through various activities effectively. For example, children participate in role play and discussions as they make play dough and listen to stories on a one-on-one basis. Children enjoy engaging in conversations with staff about recent visits to the fire station and

interact with each other during their play. Additionally, staff support children who speak English as an additional language by collaborating with parents. They ask for keywords in children's home languages to promote their vocabulary and language development.

- Leaders and staff have a good understanding of each child and their families. They work closely with parents, providing daily updates, advice and support. Staff support parents to be actively engaged in their child's learning and development.
- Children develop some skills that promote their independence. For instance, babies confidently explore their environment, while older children learn to change into indoor shoes and hang up their belongings. However, there are times when staff do too much for children and do not consistently develop their self-help skills. For instance, they often fail to encourage children to help tidy up after playing or be involved in preparing and serving their meals.
- Staff weave mathematics and literacy into children's play activities. Children learn to count and recognise simple shapes, such as when they count the bounces while playing with a large ball. Staff encourage children to identify circles, triangles and squares while exploring with dough. Older children practise reading and writing their names through mark making and colouring, helping to prepare them for school.
- Leaders maintain a positive attitude and acknowledge the weaknesses in the curriculum. Through the evaluation process, they have organised future staff training aimed at developing and implementing an effective curriculum. Additionally, there are supervision arrangements in place for staff. Overall, staff understand their key responsibilities and express that they feel supported, with opportunities to enhance their practice. Several staff members are pursuing qualifications in early years education.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the implementation of the curriculum to ensure that it is tailored to meet all children's individual needs, interests and next steps in learning	31/07/2025

organise group activities more effectively to ensure that children are focused and engaged in their learning.	31/07/2025
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To further improve the quality of the early years provision, the provider should:

- increase opportunities for children to manage simple routine tasks, to further support their emerging independence.

Setting details

Unique reference number	2723947
Local authority	Islington
Inspection number	10394601
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	0 to 4
Total number of places	30
Number of children on roll	47
Name of registered person	Nanny Jane's Nursery LTD
Registered person unique reference number	2723946
Telephone number	07984190463
Date of previous inspection	Not applicable

Information about this early years setting

Nanny Jane's Nursery registered in 2023. It is based in London Borough of Islington. The nursery is open Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. It provides government funded childcare. There are 11 staff, six of whom hold relevant early years qualifications ranging from level 2 and 5.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want 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 on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the leaders of the nursery about the leadership and management of 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.

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