

# Inspection of Ann Tayler Childrens Centre Nursery

1-13 Triangle Road, London E8 3RP

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Inspection date:

16 January 2020

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children are extremely happy and secure in this nurturing and engaging setting. They form exceptionally close bonds with staff and feel a secure sense of belonging. The exceptionally well-qualified and experienced team of childcare professionals successfully fulfils the highest of expectations for all children. It creates a vibrant, inspiring environment, indoors and outdoors, and expertly plans a curriculum that ignites children's curiosity and thirst for learning. Children thrive and make excellent progress at this extremely inclusive setting. Children with special educational needs and/or disabilities (SEND) make strong progress and staff respond to children's individual needs and interests effortlessly. New children settle in with ease and form strong attachments with staff quickly. Throughout the setting, the exceptionally skilled and talented staff team supports children's learning to ensure every child fulfils their potential. The management team has high expectations for the setting and it uses a robust and regular self-evaluation system to make improvements. Rigorous monitoring of teaching and the curriculum ensures that training needs are accurately identified and improve staff expertise. Throughout the whole setting, a large emphasis is placed on supporting children's well-being and this leads to children demonstrating high levels of resilience and self-esteem. The setting establishes exceptional partnerships with other professionals and these help it to support children with SEND superbly. For example, staff regularly liaise with professionals and parents to seek advice, review children's progress and set them challenging targets.

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

- Partnerships with parents are very strong. Staff ensure that all parents are fully involved in their children's learning. They support parents in many ways to continue the learning outside of the nursery environment. For example, a recent workshop in supporting reading time and literacy enabled parents to gain a deeper understanding in this area.
- The management team sets ambitious goals and staff demonstrate a drive and passion for their work. Self-evaluation is highly accurate and focuses sharply on continually improving outcomes for the children. Leaders and staff make excellent use of additional funding to successfully support individual children's learning.
- Staff are inspirational teachers and have exceptional knowledge of their key children. They meticulously assess what children know and can do, and plan precisely for their next steps in learning. Staff actively implement new ideas that build on children's interests, to improve outcomes further for children. For example, children recently went to the shops to purchase a live lobster and bring it back to the setting, after children showed a keen interest in them.
- Staff and children have wonderful relationships that help children feel

exceptionally safe and secure. Staff spend a great deal of time learning about their key child and the children's families. For example, home visits are arranged before children start at the setting. These highly effective visits allow staff to establish a bond with the children and find out what they enjoy and what makes them special.

- Children spend a lot of time outdoors in all weathers. This helps to build their resilience and enhance their health. Staff encourage children to take risks in their play and to persevere when challenged. For example, a tool bench has recently been installed, giving children an opportunity to explore with real-life resources.
- Children of all ages learn exceptional self-feeding skills. They independently eat their healthy meals and snacks with extreme enthusiasm. Staff support children to learn excellent hygiene skills and sensitively support them to manage their own personal care effectively. Staff use an excellent range of resources to teach children how to manage their emotions. Children look after each other, share their toys and wait patiently for their turn.
- The management team demonstrates immense passion, knowledge and ambition. It ensures that it constantly achieves exceptionally high standards and supports every child to have highly meaningful and challenging experiences in their learning. It is passionate about creating a diverse and challenging environment for all children. It spends a great deal of time supporting all children and their families. This results in strong partnerships between staff, families and other professionals.
- Children demonstrate a broad understanding and develop high-level skills to support them in their future learning. For instance, as children prepare the tables for lunchtime, they carefully calculate how much cutlery each table will need, demonstrating their strong mathematical and logic skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team ensures that staff keep their safeguarding knowledge up to date. For instance, staff complete training and discuss safeguarding issues in staff meetings. Staff have an excellent understanding of how to deal with concerns about children's welfare. They are familiar with the whistleblowing policy and procedures for reporting allegations. They have an exceptional understanding of the signs and symptoms which may indicate that children are at risk of harm.

## Setting details

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|--------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                   | EY450428                                            |
| <b>Local authority</b>                           | Hackney                                             |
| <b>Inspection number</b>                         | 10137933                                            |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Full day care                                       |
| <b>Age range of children</b>                     | 0 to 4                                              |
| <b>Total number of places</b>                    | 78                                                  |
| <b>Number of children on roll</b>                | 88                                                  |
| <b>Name of registered person</b>                 | London Borough of Hackney                           |
| <b>Registered person unique reference number</b> | RP531769                                            |
| <b>Telephone number</b>                          | 0207 2756024 or 0207 2756020                        |
| <b>Date of previous inspection</b>               | 4 May 2016                                          |

## Information about this early years setting

Ann Tayler Children's Centre Nursery re-registered in 2012. The centre is situated in London Fields, in the London Borough of Hackney. It opens each weekday from 8am to 6pm, throughout the year. The centre receives funding to provide free early education for children age two, three and four years. The provider employs 24 members of staff. All staff hold relevant early years qualifications at level 3 or above. This includes two qualified teachers and five members of staff with qualifications at level 6.

## Information about this inspection

### Inspector

Laura Rathbone

## Inspection activities

- The inspector viewed all areas of the nursery and discussed the curriculum with the management team.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the management team.
- The inspector held a meeting with the management team and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and looked at relevant documentation.

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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