

# Inspection of Early Education Centre

1A Northcote Road, Walthamstow, London E17 7DT

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Inspection date: 17 August 2022

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

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

### **The provision is good**

Children arrive at the setting happy and confident. They receive a warm welcome from staff and settle very well. Some children choose to engage in activities while other children choose to have breakfast. Staff are sensitive to the needs of children and respond quickly if a child is reluctant to separate from their parent and needs further support. Staff will make suggestions to get children engaged, such as offering them a clipboard with a jobs list. This helps distract children from feeling upset and provides reassurance.

Leaders and managers plan a high-quality curriculum that is accessible to all children. They have high expectations for outcomes for the children in their care. Older children are currently learning about road safety. Staff arrange local trips and set up activities within the nursery to allow children to gain an understanding of traffic light systems. Children enjoy using colour-changing glow sticks to identify the different colours and they can confidently explain what each colour means for road safety.

Children's independence skills and self-confidence are promoted. They are encouraged to look after their own belongings, placing them on their named pegs. Staff respect the children's choices at mealtimes, encouraging them to self-serve and pour their own water. When waking from sleep, the children are free to decide whether they explore activities inside or go to the garden, which is supervised well by staff.

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

- Staff plan learning for their key children that is based on their knowledge of what children can do already and what they would like them to do next. In the baby room, staff plan an activity for children who are happier to engage in a smaller group. Children choose nursery rhymes they would like to sing and, with encouragement, the children move, show actions and dance to the rhythm.
- Children are proud of their achievements. Pre-school children ask staff to look after their Lego constructions while they have snack. Children are confident that they can return and continue to build their constructions.
- Staff use a colour system across the setting to help children express their emotions. This is observed as a regular feature at circle time. During this valuable time, children can remember the emotions represented by the different colours. This is managed effectively by staff allowing children to practise their own conflict resolution skills.
- During room transitions, key persons meet to discuss their key children. They share some information about the children's assessments with the child's new key person. However, some information about children's progress is not so well

used to inform future planning for each child from the outset.

- Children say that they like coming to nursery. When given a free choice of play, children find their friends, talk and play really well together. Staff set up stimulating activities in the environment that attract the children. Children talk about the different foods that they eat at home and what they enjoy watching on television. Other children develop their physical skills on the indoor climbing equipment.
- Leaders and managers ensure that staff supervisions and induction are completed with minimal impact on staff's time spent with their key children. The manager supports and monitors staff well-being and staff report that they feel well supported. However, the system for monitoring staff does not always make clear that they have retained their knowledge of all the agreed procedures shared during their induction and where they may need additional support and reflection.
- Relationships between children and staff are respectful. Children like to show adults what they are doing. For example, they bring the snail shell to staff and say 'snail'. Staff make full use of this opportunity to extend the children's language and learning, replying and commenting with interest to engage the children further.
- Parents say that they feel very well supported by the manager and staff. They are impressed with the support offered to families settling children after the COVID-19 pandemic. Parents are pleased that their children are ready for the next stage of their learning and comment on their children being 'ready for school'.

## Safeguarding

The arrangements for safeguarding are effective.

The manager is the designated safeguarding lead. She has a very good knowledge of local authority safeguarding procedures. Leaders and managers work alongside other professionals to support children and families. Staff can identify risk and the signs that a child may be at risk of harm. They know how to record and raise any concerns with the appropriate professionals. The provider follows robust recruitment processes to select suitable persons to work at the setting and continues to check the ongoing suitability of all staff.

## What does the setting need to do to improve?

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

- improve staff monitoring so that all staff retain a secure understanding of all the agreed procedures shared during their induction
- develop further staff communication during transitions for children so that all staff consistently implement the curriculum and to ensure all children are

supported to learn as much as they can.

## Setting details

<b>Unique reference number</b>	2590923
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10249050
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Early Education Centre Ltd
<b>Registered person unique reference number</b>	2590921
<b>Telephone number</b>	07912449620
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Early Education Centre registered in April 2020. The setting is open from 7.45am until 6pm, Monday to Friday, and operates all year round. The setting receives funding to provide education for children aged 3 and above. The setting employs 13 members of staff, 11 of whom hold appropriate early years qualifications at level 2 or above .

## Information about this inspection

### Inspector

Davinder Dhaliwal

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had discussions with the manager and nominated person throughout the day and during the learning walk.
- The inspector observed the quality of education provided at the setting in all the rooms and outdoors. The impact was evaluated.
- Throughout the day, risk management and safety was observed.
- Discussions with staff members, parents and children took place and the inspector reflected on these discussions.
- A joint observation was carried out with the manager. Feedback and outcomes were discussed.

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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