

Inspection of Wetherell Nursery

17 Iveagh Close, London E9 7BW

Inspection date: 4 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children into the nursery. Children separate easily from their parents and quickly and happily settle into the daily routine. Staff invest time getting to know children when they start. The key-person system in place is strong. Staff nurture children through warm interactions. These positive relationships support children's personal well-being and emotional security.

Leaders and staff provide a wide range of resources and learning experiences for children to enjoy. This supports children's development in all areas of learning effectively and helps to prepare them for the next stage of their learning, including the move to school. For example, staff enable children to develop their communication and language skills. Younger children enjoy listening to stories and repeating new words, while older children participate in storytelling and use the 'song box' to choose and sing rhymes and songs in the pre-school room with their peers.

Leaders have a strong understanding of how young children learn. They identify clear priorities for the curriculum. Leaders sequence children's learning to ensure that children make progress over time. Most staff understand how this translates into practice. They skilfully engage in child-led play to enhance and extend children's learning. For example, when children pretend to serve tea in the role-play area, staff join in and engage them in meaningful conversations.

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

- Leaders and staff plan a curriculum that supports children to become self-confident and independent. Staff provide encouragement, clear instructions and the right level of help, so children become increasingly independent in managing their personal needs. Children often carry out daily tasks independently, such as washing their hands before mealtimes or serving their meals at the table.
- Children's communication and language skills are actively and positively promoted by staff. They narrate children's play and use single words and repetition to support the youngest children as they learn their first words. Older children have opportunities to join in purposeful conversations during play. Children, including those who speak English as an additional language, learn to be effective communicators.
- Staff provide a range of experiences to support children to develop their personal, social and emotional skills. For instance, during activities, staff encourage children to take turns, listen to each other and be respectful to their friends. For example, children wait for their turn during a matching game or use a sand timer while they wait for their turn to play with the dolls.
- Physical development is a focus throughout the nursery and children have daily

access to the garden. For example, older children enjoy riding their bikes and confidently using the slide, supporting their development of gross motor skills. Babies and young children enjoy being outside, building on their fine motor skills while playing with sand.

- Leaders and staff are dedicated to providing high-quality care and early years education for children and their families. Leaders have a good understanding of the curriculum they plan and its purpose. Staff know the children well and create activities that engage and motivate them to learn. However, there are times when staff do not fully consider what children already know or what they need to learn next. As a result, some activities are not tailored to support children's next steps in their learning, which may impact the progress they are capable of.
- Staff encourage children to develop friendships. They are quick to notice minor disagreements between children and support them well to resolve their conflicts. For example, when children take toys from one another, staff help them to find ways to share and take turns. They talk about feelings and teach children about the impact that their actions can have on others. Children learn to be tolerant and to consider one another's feelings.
- Partnerships with parents are strong. Parents are kept well informed about their children's day, learning and progress. Staff provide daily feedback, and parents have access to an online app with information about their child's care and learning needs. Parents speak highly about what the nursery provides.
- Staff enjoy working in this nursery. Leaders implement a programme of supervision sessions and training to help develop the practice and knowledge of staff. However, the strategies used for supporting less-experienced staff working with babies are not yet fully in place. This results in some children not receiving consistently high-quality interactions to help to build on their learning as they play.

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 have a clear understanding of the curriculum intent, so that their teaching is consistently focused on what they want children to learn
- support all staff to ensure learning experiences consistently reflect and challenge babies' stage of development, helping them to develop the skills they are capable of.

Setting details

Unique reference number	EY428907
Local authority	Hackney
Inspection number	10368230
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	70
Number of children on roll	57
Name of registered person	Barnardo's
Registered person unique reference number	RP518879
Telephone number	02085257090
Date of previous inspection	13 March 2019

Information about this early years setting

Wetherell Nursery registered in 2011 and is located in the London Borough of Hackney. The nursery employs 12 members of staff, including the manager. All staff hold relevant early years qualifications, ranging from level 2 to level 3. The nursery is open from Monday to Friday from 8am to 6pm, throughout most of the year. It offers government funded places for childcare.

Information about this inspection

Inspector

Sapfo Pantzaki

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about the 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.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation with the deputy manager.

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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