

Nanny Jane's Nursery

Unique reference number (URN): 2723947

Address: 220 Essex Road, London, N1 3AP

Type: Childcare on non-domestic premises

Registered with Ofsted: 16/03/2023

Registers: EYR

Registered person: Nanny Jane's Nursery LTD

Inspection report: 30 April 2026

Exceptional

Strong standard

Expected standard



Needs attention

Urgent improvement

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children make secure progress across the areas of learning and development and are prepared for their next stage. They benefit from an enriching environment that encourages curiosity, independence and engagement. For example, children explore play dough using natural materials, such as herbs and spices, and confidently describe their creations.

Children, including babies, develop increasing independence. During snack times, babies are encouraged to feed themselves, supporting coordination and self-care skills. Staff support all children effectively, including those with special educational needs, English as an additional language and others facing barriers, helping them access learning and make progress from their starting points.

Staff prioritise communication and language effectively. Children develop vocabulary through meaningful interactions, books and play experiences. However, opportunities to consistently extend and embed mathematical language during routines and play are not yet fully developed. Children do not consistently deepen their mathematical understanding and vocabulary across all areas of learning.

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff create a warm and calm environment, where expectations for behaviour are generally clear and consistent. Daily routines typically help children to understand boundaries, regulate their feelings and engage positively in learning. Staff take account of children's age, stage of development and individual needs when supporting behaviour. For example, staff use visual prompts, gentle reminders and emotion boards at registration to help children recognise and talk about how they feel. This supports children to begin to understand emotions and develop a sense of belonging.

Children generally behave well and show consideration for others. Older children cooperate during play and enjoy helping younger children, such as sharing resources during creative and role-play activities. Relationships between staff and children are nurturing and secure. Babies settle well and are comforted sensitively to sleep by familiar staff. Parents speak positively about the close bonds their children form with key persons and comment that children are happy to attend.

Staff support children to learn expectations, including sharing, turn-taking and asking for help. They respond calmly and fairly when children need reassurance or guidance. However, opportunities for children to consistently strengthen their understanding of behaviour expectations and independently manage minor conflicts are not yet fully embedded. As a result, some children continue to rely on adult support to resolve disagreements during play.

Leaders promote the importance of attendance and punctuality. Procedures to monitor absences are clear and inclusive, including for children with special educational needs and/or disabilities and those facing barriers to learning.

Children's welfare and wellbeing

Expected standard 

Relationships between staff and children are warm, respectful and nurturing. Staff know children well and generally respond sensitively to their individual needs. As a result, children, including those who are disadvantaged or face barriers to learning, develop a sense of belonging and feel safe and secure. Settling-in arrangements are flexible and tailored to children's needs. For example, new children are comforted by familiar staff and typically seek reassurance confidently from their key person when needed.

Leaders ensure that care practices are generally well established and implemented consistently. Daily routines typically support children's understanding of expectations and promote independence. Children confidently practise self-care skills, such as washing their hands before meals and tidying away resources after play. This helps children to develop increasing independence and an awareness of healthy practices.

Children's physical health is promoted appropriately. Staff provide nutritious meals and understand children's dietary and medical needs, making suitable adaptations where required. Children benefit from outdoor play and regular walks in the local area, where they generally develop coordination, balance and physical confidence.

Staff share detailed information with parents and carers to support continuity in children's care and routines. Mealtimes are generally used appropriately to encourage children's communication and social interaction. In the main, children benefit from routines and experiences that support their understanding of healthy lifestyles, personal safety and safe practices.

Curriculum and teaching

Expected standard 

Leaders demonstrate a clear understanding of the curriculum and teaching. They have designed an ambitious and well-sequenced curriculum that reflects the needs and interests of all children. Staff use assessment effectively to identify what children know and can do, and to plan next steps that are shared with parents and carers. Staff have secure knowledge of child development and generally high expectations. This enables children to engage, explore and build on their prior learning.

The curriculum prioritises communication and language, personal, social and emotional development and physical development. An environment rich in language supports children to develop their vocabulary and confidence. Staff follow children's interests well. For example, when young children explore natural materials, such as lemons, limes and herbs, staff support their sensory development and discussion. Children are motivated and enjoy their learning.

Teaching is inclusive. Staff adapt activities and interactions to meet the needs of all children, including those with special educational needs and/or disabilities and who speak English as an additional language. This ensures children can access the curriculum and make progress

from their starting points. Overall, leaders and staff introduce early mathematical concepts, such as counting and comparing size. However, opportunities to consistently extend mathematical language during routines and play are not yet fully developed. For example, during water play, while children explore filling and emptying containers, staff do not consistently model language, such as 'full, empty, more' and 'less'. This means children do not consistently deepen their mathematical vocabulary or understanding during play.

Inclusion

Expected standard 

Leaders and staff work closely with parents and carers and other professionals to consider how to meet the individual needs of all children, including those with special educational needs and/or disabilities. Staff know their key children well. They are quick to identify when children may require additional support or those facing barriers to their learning. Staff regularly review children's individual education plans to ensure these generally reflect children's progress and clearly identify what they need to learn next. Leaders and staff make timely referrals for extra support when needed. They ensure that additional funding, including early years pupil premium, is used to provide targeted support to help close gaps in children's learning. Staff implement recommendations from external agencies. They share updates with parents, when working towards children's targets.

Leaders meet with staff frequently to discuss children's progress, individual needs and any barriers to their learning or wellbeing. They use this knowledge to adapt support and provision. For example, leaders consider how to promote children's personal development and emotional wellbeing, when there are changes in family circumstances. They also support children who are known or previously known to children's social care, working closely with families and external agencies to ensure continuity of care and stability. As a result, barriers to children's learning are reduced effectively. Children feel valued, included and safe.

Leadership and governance

Expected standard 

Leaders demonstrate a clear understanding of the setting's context and provide effective strategic leadership. They prioritise children's learning and development and generally maintain an ambitious approach to improvement. Since the last inspection, leaders have taken appropriate action to strengthen the curriculum and daily routines. For example, they have increased opportunities for children to develop independence and adapted planning to better reflect children's interests and developmental needs.

Leaders maintain oversight of the provision through regular supervision sessions, staff meetings and ongoing monitoring. These arrangements generally support consistency in practice and help leaders to identify areas for improvement. Safeguarding, curriculum delivery and children's progress remain clear priorities. Leaders use information gathered from monitoring, discussions with staff and feedback from parents to make decisions about the provision and support children's care and learning experiences.

There is some professional development in place, which includes mandatory training, alongside opportunities for discussion and reflection during supervision sessions and team meetings. However, leaders do not sharply focus professional development on the individual needs of staff or consistently target it towards improving the quality of teaching and

interactions. Leaders recognise the need to strengthen professional development further to support staff in developing their practice more precisely.

Staff wellbeing is prioritised. Leaders ensure that workloads are manageable by reducing unnecessary paperwork and providing protected time for planning. As a result, staff generally feel supported, valued and confident in their roles.

Partnerships with parents, carers and the wider community are well established. Leaders engage families through regular communication and shared experiences, helping to create a welcoming and inclusive environment for children and their families.

What it's like to be a child at this setting

Leaders and staff create a welcoming environment. They work closely with parents and carers and provide a flexible and sensitive settling-in process. This ensures every child feels emotionally secure. New children form close attachments with their key person. They develop confidence to explore, knowing they can seek comfort and reassurance when needed.

Children enjoy their learning and engage with curiosity and creativity. Activities reflect their interests, such as exploring animals through small-world play. Babies confidently name animals and imitate sounds, such as 'moo' and 'quack'. Toddlers sort and match animals. Pre-school children recall bug hunts, describing what they have seen and making links to their prior learning. These experiences support children's communication and language development.

Children repeat and practise skills to build their confidence and understanding. Babies explore posting shapes and receive encouragement to problem solve when shapes do not fit. Older children build train tracks together and count carriages with support. Children develop physical skills. For instance, babies crawl, stand and walk using low furniture, and older children climb and ride with increasing confidence. Children develop a love of books. Babies explore picture books and flaps, while older children recall familiar stories and join in with enthusiasm when staff read. Children gather together, showing sustained engagement and enjoyment.

Children behave well and play cooperatively. They take turns, share resources and begin to build friendships. Relationships are warm and supportive, helping children to feel safe, valued and included. Children, including those with special educational needs and/or disabilities and children who speak English as an additional language, receive support to

overcome barriers to learning through adapted teaching, targeted support and inclusive practice. Children make progress from their starting points and develop confidence and independence. They feel safe within well-established routines. Leaders promote the importance of regular attendance to support children's learning and wellbeing.

Next steps

- Leaders should strengthen the consistent use of mathematical language across the setting, ensuring children are regularly exposed to vocabulary, such as number, quantity, size and measure, in daily routines and play
 - Leaders should continue professional development that is high quality and specific to the needs of staff.
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About this inspection

The inspector spoke with leaders, staff, the special educational needs coordinator, parents and carers and children during the inspection.

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.

Inspector:

Anahita Aderianwalla

About this setting

Unique reference number (URN): 2723947

Address:

220 Essex Road
London
N1 3AP

Type: Childcare on non-domestic premises

Registration date: 16/03/2023

Registered person: Nanny Jane's Nursery LTD

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Islington

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 30 April 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

55

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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