

# Acton Day Nursery & Pre-School

294 High Street, London, W3 9BJ



## Inspection date

26 April 2016

## Previous inspection date

20 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff know the children well and are warm and attentive towards them. As a result, the children are settled, happy and confident.
- Staff manage instances of challenging behaviour with a consistent approach. This helps children to understand what acceptable behaviour is and to become more considerate about other people's feelings.
- The manager has high expectations of staff and regularly evaluates the care and learning practice across the nursery. This provides a strong steer to drive improvement and create a safe environment for children.
- Children are developing positive attitudes towards learning. They participate in a range of enjoyable activities which particularly support their literacy skills.

### It is not yet outstanding because:

- The use of mathematical language is limited. The staff do not take advantage of opportunities in everyday activities to always fully extend children's awareness of mathematical concepts.
- Children have many opportunities to participate in a range of activities to promote their physical skills. However opportunities for older children to extend their physical skills, particularly in climbing and balancing are less well promoted.

## What the setting needs to do to improve further

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

- provide more opportunities for children to hear, understand the relevance of, and become familiar with everyday mathematical language
- provide more challenging experiences for older children to participate in activities which enable them to become skilful in climbing and balancing.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during indoor and outdoor play activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the parents, staff, and children at appropriate times during the inspection to gain their views.
- The inspector held a meeting with the nursery provider and the nursery manager.
- The inspector looked at a range of relevant documentation, including staff suitability checks, children's records, observations and assessments about children's learning, and policies and procedures.

### Inspector

Gillian Karen Joseph

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their safeguarding responsibilities and know how to keep children safe. The provider and manager have implemented a programme of training for staff and they encourage continuous professional development. The manager works closely with staff to identify when additional support is needed. She conducts regular room observations, which helps to make sure children's individual needs are met. It also enables her to effectively monitor the progress of different groups of children; so that if there are gaps in children's learning these can be identified and steps taken to close them.

### Quality of teaching, learning and assessment is good

Children's starting points are established through discussion with parents and careful observation of what children can do and what they say. This enables staff to provide well planned, purposeful learning experiences which children engage with confidently. For example, many children show an interest in reading which staff support by pointing out the words in books when reading to them and teaching them phonics. Children are excited to show that they are able to recognise the initial letters in their names and their friends' and teachers' names. Staff offer children different age and stage appropriate opportunities to increase their physical skills. For example, staff use music to encourage rhythmic movement and games such as obstacle courses to motivate and challenge. However, older children have few daily opportunities to participate in activities which improve their climbing and balancing skills.

### Personal development, behaviour and welfare are good

Children are forming friendships and show consideration towards others. They comfort their friends when they become upset. For example, one child gently pats their friend on the shoulder and kindly says 'don't worry', to reassure the other child. Children benefit from a well-resourced role play area; they initiate their own play and extend their ideas. Children's good health is promoted as they are provided with healthy, freshly cooked meals and snacks. They are taught the importance of good personal hygiene practices. Staff, in partnership with parents, help to create an inclusive environment where children's individual needs are promoted and home languages valued and supported.

### Outcomes for children are good

Children are making good progress in their learning in relation to their starting points. They show increasing levels of concentration in readiness for the transition to school as they approach school age. They are using language to describe their thoughts and understanding. For example, children make bird food by rolling small balls of lard and bird seeds. They recall that in their own gardens they see birds eating worms and they suggest adding worms to their bird food. The staff confidently support children's emerging literacy skills. They also provide activities to promote number recognition. However the use of mathematical language is less well promoted by staff in routine activities.

## Setting details

<b>Unique reference number</b>	EY478815
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1049239
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	43
<b>Name of provider</b>	V, D's & Every Kid's Dreams Nurseries Limited
<b>Date of previous inspection</b>	20 August 2015
<b>Telephone number</b>	02089935690

Acton Day Nursery and Pre-School registered in 2014. The nursery operates in Acton in west London. The nursery is open each weekday from 8am until 6pm, all year round, except for bank holidays. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs a cook and ten child care staff, seven of whom hold relevant early years qualifications. One staff member holds Early Years Professional Status.

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