

Children Come First

St. Marys Church Hall, Greenford Avenue, London, W7 3QP



Inspection date

15 November 2016

Previous inspection date

6 June 2013

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

- The manager provides effective leadership. He makes accurate assessments about the quality of teaching and the provision as a whole. He sets clear targets to staff and supports them well to help improve their performance still further.
- The manager and staff build warm and useful partnerships with parents. Parents receive regular ideas to help their children's learning at home and warm invitations to spend time in the nursery to learn more about their children's experiences.
- Children thoroughly enjoy being at nursery. Staff successfully create a homely and interesting learning environment, indoors and outdoors, and children enjoy exploring, learning and playing with their friends.
- Children make good progress. The manager and staff observe children. They use this information well to monitor children's progress and plan their next steps in learning.
- Children learn to be polite, kind and behave well. For example, staff are good role models for children and clearly demonstrate these characteristics as they go about their day.

It is not yet outstanding because:

- Staff do not make the best use of opportunities to help children develop their early reading and writing skills during their everyday experiences and focused learning activities.
- Staff do not fully consider the needs of younger children when planning activities and some children find it hard to focus and join in.

What the setting needs to do to improve further

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

- improve opportunities for children to develop their early reading and writing skills during their everyday experiences and focused learning activities
- consider more precisely the developmental stages of all children when planning whole group activities and ensure these times provide high quality learning experiences for all children.

Inspection activities

- The inspector observed the staff and children indoors and outdoors.
- The inspector carried out a joint observation with the manager and discussed the quality of the teaching and the impact on the learning that was taking place.
- The inspector spoke to parents and took account of their views.
- The inspector discussed with staff their understanding of safeguarding and first aid.
- The inspector sampled documentation, including children's records, staff's qualifications and the provider's policies.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

The manager has led his team in making a number of improvements to the provision, such as making further use of the outdoor area to provide worthwhile activities for children who prefer to learn outdoors. He regularly meets with each staff member to discuss their performance and organises training days where staff work together to further reflect upon and improve their teaching skills. Staff build good partnerships with nearby schools and help children to feel confident about starting school. For example, they take children to visit their new schools. Safeguarding is effective. The provider is thorough about ensuring the suitability of those she employs to work with children, and staff know what to do if they have concerns to protect a child's welfare.

Quality of teaching, learning and assessment is good

Staff plan a balanced programme of focused learning experiences and opportunities for children to learn independently. They help children to develop their knowledge, understanding and skills. They notice what children enjoy doing and take part in their play. For example, staff supported children's developing language skills when they joined in with them to act out familiar stories. Other staff helped children further develop their mathematical skills. For example, they encouraged children to describe different shapes and sizes as they built with large blocks. Staff provide plenty of opportunities for children to play imaginatively and develop their physical skills. For example, they provide real vegetables for children to chop up and use to make pretend dinners.

Personal development, behaviour and welfare are good

Children develop an understanding of the benefits of a healthy lifestyle. They take part in plenty of physical exercise and enjoy the healthy snacks on offer. Staff successfully build children's confidence and self-esteem. For example, they offer praise to children who are helpful or are trying hard. Children learn about the similarities and differences between themselves and each other and develop an appreciation of the benefits of living in a diverse society. For example, staff successfully help children celebrate a wide range of festivals that are important to themselves or their friends.

Outcomes for children are good

Children develop a good set of skills for their future learning, including the move to school. Children who speak English as an additional language successfully learn to use English to make their needs known, as well as continuing to develop skills in their home language. All children enjoy stories and songs, count and recognise numbers. Children new to the setting learn to trust other people to look after them and to enjoy the experience of being with other children. All children are motivated to learn and have a very positive first experience of learning and being cared for away from home.

Setting details

Unique reference number	EY454177
Local authority	Ealing
Inspection number	1063079
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	29
Name of registered person	Children Come First
Registered person unique reference number	RP532014
Date of previous inspection	6 June 2013
Telephone number	07886 596730

Children Come First Nursery registered in 2012 and is situated in the London Borough of Ealing. It is open from 8am to 2pm, Monday to Friday, during term time only. The provider receives funding to provide free early years education to children aged two, three and four years. There are seven members of staff, of whom five hold relevant qualifications between level 2 and level 5.

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