

# Peapods Early Learning Centre

Wimborne Avenue, Southall, Middlesex, UB2 4HB



## Inspection date

17 May 2017

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

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 are well qualified. They regularly observe children and plan for their ongoing learning, which they share with parents, helping continuity of care and learning. Children make good progress.
- The management team regularly reflects on its practice and considers what works well and improvements to make. The team seeks the views of parents and children to help drive further improvements.
- Children have daily opportunities for fresh air and exercise in the outdoor area. These help to support their good health and physical well-being.
- Staff pay close attention to health and safety. They are vigilant and carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. This includes monitoring any accidents children have to help identify any potential hazards and minimise them, helping children to remain safe.

### It is not yet outstanding because:

- Staff's professional development is not robustly focused on raising the quality of teaching to a higher level.
- Staff do not consistently obtain detailed information about children's abilities and knowledge from parents when they start at the setting.

## What the setting needs to do to improve further

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

- strengthen procedures for staff professional development and raise the overall quality of teaching and practice to a higher level
- gain more detailed information from parents when children start about children's abilities and knowledge.

### Inspection activities

- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector carried out a joint observation with the manager.
- The inspector toured the premises and observed children taking part in activities and evaluated the impact on their learning.
- The inspector spoke with staff at convenient times during the inspection.

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what signs they must be alert to and the appropriate action to take should they have any concerns about a child's welfare or safety. Rigorous recruitment and induction procedures help to ensure that all staff are and remain suitable for their roles. Staff are supported well by the management team to use training opportunities to enhance their knowledge, overall. For example, training has been used to help develop children's positive behaviour. Staff-to-children ratios are effectively maintained to supervise children and meet their needs. Staff have strategies in place to support children who have special educational needs and/or disabilities. The management team supports staff well to help them, for example, identify and close learning gaps across individuals and groups of children.

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

Effective observation helps staff to identify children's next steps in learning, their current interests and plan activities to help them progress further. The management team and staff develop positive relationships with parents and carers, overall, to keep them well informed of their children's progress. They encourage their involvement in learning at home, helping to provide consistency in children's learning. Children confidently choose what they would like to do next. For example, they creatively make 'pizza' with play dough and eagerly investigate items in the water tray. Staff interact purposefully. They get down to the children's level and join in with their play, providing support when required.

### Personal development, behaviour and welfare are good

Staff supervise children well and help them learn about safety procedures to help reduce the risk of accidents and incidents. Children have a key person who they develop a bond with, helping them to settle quickly into nursery life. This helps to support their emotional well-being effectively. Children behave well and staff support them to understand expectations. Staff follow effective hygiene procedures and encourage children's understanding of these. They change nappies routinely to help keep children comfortable and they support children's awareness of healthy eating.

### Outcomes for children are good

Children typically make good progress from their levels of development when they start in the nursery. Children develop their curiosity as they explore paints and mix them together to change the colour of play dough. Staff listen well to children. They sensitively repeat what children have said to support them to hear the correct pronunciation of words. Children independently choose games and eagerly join in with whole group activities.

## Setting details

<b>Unique reference number</b>	EY496544
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1098443
<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>	0 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Peapods Early Learning Centre Ltd
<b>Registered person unique reference number</b>	RP907350
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07572614556 07939204058

Peapods Early Learning Centre registered in 2015. The nursery is open each weekday from 8am until 6pm all year round, excluding public holidays. The nursery receives funding for free early education for children aged two, three and four years. Seven of the 12 staff hold a relevant qualification in childcare at level 3 or above.

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