

Peapods Early Learning Centre

Greenford Hall, Ruislip Road, Greenford, UB6 9QN



Inspection date

1 June 2017

Previous inspection date

11 May 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 provide children with a stimulating range of toys and activities to engage them in play. Children make good progress in their learning from their starting points.
- The established key-person system supports children to develop secure relationships with staff. This helps to nurture children's emotional well-being.
- Children learn to respect each other. For example, staff teach them to be gentle towards their friends. Children play together cooperatively.
- Staff organise a wide range of outings in the community for children to enjoy, such as visits to the local optician's shop. This helps children to learn about the wider world.
- Partnerships with parents are effective. Staff use different methods to involve parents in their children's progress. This supports consistency for children's learning.
- Managers regularly review the provision. They gain parents' views to inform improvements to the provision that enable good outcomes for children.
- Staff work effectively with external professionals and agencies to help achieve good outcomes for all children.

It is not yet outstanding because:

- During some adult-led activities, staff miss opportunities to challenge and extend children's thinking and problem-solving skills further.
- Occasionally, staff do not fully support children to develop their independence, for example, at snack time.

What the setting needs to do to improve further

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

- support the staff to improve the level of children's participation during adult-led activities, to challenge their thinking and problem-solving skills more consistently
- extend the current arrangements for children to develop their independence at snack time.

Inspection activities

- The inspector had a tour of the setting.
- The inspector held discussions with staff members, parents and children.
- The inspector observed teaching practice and undertook a joint observation with the manager.
- The inspector reviewed some of the setting's policies and documents.

Inspector

Mary Butler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the procedures to follow if they have concerns about a child's welfare. There are secure recruitment procedures in place to check the suitability of staff. Leaders observe teaching practice and use this information to support staff's professional development. Staff attend training to develop their teaching skills further, such as on supporting children's behaviour. They also benefit from opportunities to improve their qualifications. Managers monitor children's progress regularly and make changes to narrow any gaps in their achievement. For example, they have introduced new activities for the outdoor area to enhance children's mathematical development.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how children learn and develop, and they know those in their care very well. They use their observation and assessment skills competently to plan for each child's next steps in learning. Staff encourage children to lead their own play. For example, children choose to draw with marker pens on easels, which helps to develop their early writing skills. Staff enable children to enjoy taking part in practical experiments. For instance, staff teach children interesting ways of mixing different paints together to create new colours. Staff support children's language development effectively, such as through introducing new words for younger children during play, which helps to broaden their vocabulary.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment for children and families. Settling-in routines are effective. For example, staff gain information from parents about their children's starting points from the outset. This helps to foster children's well-being. Children learn about healthy lifestyles. For instance, staff provide children with nutritious meals and arrange outdoor activities at nearby green spaces to enjoy. Children behave very well. Staff use everyday opportunities well to reinforce children's turn-taking skills. Children learn to appreciate diversity in society beyond their own family. For example, staff support them to explore a variety of cultural celebrations and traditions.

Outcomes for children are good

Outcomes for all children are good, including those who have special educational needs and/or disabilities or who speak English as an additional language. Children are well prepared for their next stage of learning and move on to school. For example, they engage in a wide range of activities to support their literacy and mathematical development. Children are motivated learners who are confident about their abilities. They also form good social skills.

Setting details

Unique reference number	EY477448
Local authority	Ealing
Inspection number	1095537
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	0 - 4
Total number of places	63
Number of children on roll	60
Name of registered person	Peapods Early Learning Centre Ltd
Registered person unique reference number	RP907350
Date of previous inspection	11 May 2015
Telephone number	07572614556 07939204058

Peapods Early Learning Centre registered in 2014. It is situated in the London Borough of Ealing. The nursery operates weekdays between 8am and 6pm throughout the year. The provider receives funding for the provision of free early education for children aged two, three and four years. A team of 17 staff works with the children at the nursery. Of these, two staff members hold qualified teacher status and 12 staff members hold relevant early years qualifications between level 1 and level 5.

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