

Early Years Day Nursery

London Playing Fields Foundation Pavillion, Birkbeck Avenue, Greenford, UB6 8LS



Inspection date

20 February 2018

Previous inspection date

9 July 2014

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

- Key-person relationships are strong. Practitioners know children and their families well. They talk to parents when they arrive to collect their children, and exchange good information about children's learning and care routines. Parents comment positively about their children's good progress.
- Practitioners develop warm relationships with children and sensitively help them to behave well. Younger children are learning to share and develop strong friendships.
- Teaching is good. Practitioners support children's learning well. They provide an effective balance of adult-led activities and opportunities for children to make decisions and pursue their own interests as they play.
- The environment is well resourced and children benefit from a stimulating range of resources and learning opportunities. They are motivated to explore and show an eagerness to learn.
- Good recruitment and induction procedures ensure practitioners working with the children are suitable to do so.

It is not yet outstanding because:

- Leaders do not monitor practitioners' practice as thoroughly as they could, to support them to develop their good practice to an even higher level.
- Practitioners do not consistently use information from observations and assessments of children's learning, to promote their learning and development even further.

What the setting needs to do to improve further

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

- monitor practitioners' practice more thoroughly and provide further support to enable them to build on their existing good practice
- sharpen the way information gathered from observations and assessments is used to help plan even more precise next steps in learning for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager/owner.
- The inspector held a meeting with the nursery manager/owner. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners are confident and knowledgeable about their individual responsibilities to keep children safe and protected from harm. All practitioners are fully aware of what to do should they have any concerns about children's welfare. The manager includes parents, children and practitioners in the ongoing review of the nursery, which enables them to contribute to how the nursery develops. The manager works closely with the motivated team, and together they provide good care and learning opportunities for children and monitor children's progress well. Partnerships with a range of other professionals are well established and effective. This helps to ensure that they fully support children's individual developmental needs through a consistent and joined-up approach.

Quality of teaching, learning and assessment is good

Children choose what they would like to do next; for example, problem solving as they use pegs to build dens, or joining train tracks together. They engage well and show good concentration. Practitioners encourage children's mathematical skills as they play with little bear figures. They talk about size and number. Practitioners encourage and support children's communication and language skills well. For instance, practitioners sing songs and read books engagingly with the children and successfully interweave sounds and letters, while asking good questions to encourage the children's listening, attention and speaking skills. They regularly observe children and assess their learning. Practitioners complete summaries of children's achievements and share these with parents well.

Personal development, behaviour and welfare are good

Practitioners provide an environment where children feel safe. For example, children settle swiftly to play with activities when their parents and carers leave. Practitioners work closely with parents to help children settle when they first start at the nursery. Children follow good hygiene routines and experience sociable meal and snack times. All children enjoy many physical play activities inside and outdoors. Younger children practise their jumping skills as they bounce on the small trampoline. Older children practise their running, hoop skills and throwing and catching balls with practitioners. The cook provides nutritious meals and practitioners ensure that children's individual dietary needs are met. Practitioners effectively help children to develop their understanding of the uniqueness of each other and learn about the traditions of a diverse range of people.

Outcomes for children are good

All children develop good skills needed for their future learning, including their eventual move to school. Children make friends and enjoy their play together. They develop their personal care skills well, relevant to their age and ability. All children are encouraged to enjoy books and they become very involved at story time, joining in with familiar phrases and guessing what might happen next. Children enjoy selecting from a good range of resources that supports their early writing skills.

Setting details

Unique reference number	EY474407
Local authority	Ealing
Inspection number	1071797
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	40
Name of registered person	Elaine Joy Orchard
Registered person unique reference number	RP514876
Date of previous inspection	9 July 2014
Telephone number	02085759215

Early Years Day Nursery re-registered in 2014. The nursery employs seven childcare practitioners. Of these, three hold appropriate early years qualifications at level 3, one holds level 6 and one holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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