

Chiswick Toddlers World Nursery

St. Pauls Hall, Pyrmont Road, Chiswick, London, W4 3NS



Inspection date

27 March 2018

Previous inspection date

30 October 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider, who is also the manager, has failed to ensure that all staff have the required checks to verify their suitability to work with children. Furthermore, she has not recorded information about staff identity checks and vetting processes. This compromises children's welfare and safety.
- Some staff do not use information obtained from assessing older children's progress to target precisely the next steps in their learning and enhance the good teaching further.
- At times, staff do not encourage children's creative choices to support them to develop their ideas fully.

It has the following strengths

- Staff support children's communication and language skilfully. For example, they learn key words in children's home languages. Older children join in with conversations confidently and use descriptive language effectively, such as 'it's like a helmet', when describing objects. Younger children learn to communicate using sign language.
- Children make good progress in their learning. They gain a broad range of useful skills that prepares them well for starting school. They are well motivated and engaged.
- Staff provide good support to help children to develop their literacy skills. They make good use of opportunities that arise for children to write their names and talk about letters and the sounds they represent. Children predict events in stories and use illustrations in books well to support their understanding of what is happening.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure an enhanced Disclosure and Barring Service check is obtained for every person aged 16 years and over who works directly with children	27/04/2018
■ record information about staff qualifications and the identity checks and vetting processes that have been completed, including the Disclosure and Barring Service check reference number, the date a check was obtained and details of who obtained it.	27/04/2018

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

- monitor children's progress thoroughly to precisely identify their next steps in learning, to help them to make the best possible progress
- increase opportunities for children to experiment and explore their creative ideas to develop their thinking skills even further.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider has failed to follow robust recruitment and vetting procedures. She has not obtained the required suitability checks for all staff working at the setting. She allows staff whose suitability has not been checked to attend to children's intimate care needs. This means that vulnerable children's safety cannot be assured. Furthermore, the provider has not completed the required recruitment records for new staff. She does not maintain documents to demonstrate that references have been obtained and identification checked to verify staff suitability. Staff have completed safeguarding training and have a secure understanding of the procedures to follow should they have concerns about a child's well-being. The provider supports the ongoing professional development of staff effectively. For example, recent training has helped staff to further enhance their skills in supporting children's communication and language development. Staff work well in partnerships with other professionals, parents and providers. This helps to provide continuity in the learning and support for children, including those who have special educational needs and/or disabilities. Self-evaluation is not robust enough to ensure that all areas for improvement are identified.

Quality of teaching, learning and assessment is good

Staff provide children with good opportunities to practise their physical skills and mathematical understanding. Children concentrate as they use pegs and tweezers to hook loops on Easter eggs and collect them in baskets. They enthusiastically run around the outdoor area searching for hidden eggs. Children sort the eggs according to their colour and accurately count them. Older children work together to tilt a large container to carefully roll marbles forwards and backwards without any falling out.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding mean that children's safety cannot be assured. However, staff help children to develop their social skills. Children develop a sense of teamwork and are keen to help their friends. They work together to complete group challenges, such as searching for hidden eggs. They are polite and considerate, and aware of the feelings of their friends. Staff promote children's health. Children know about healthy and unhealthy food, and learn about dental hygiene.

Outcomes for children are good

Children are independent and manage their personal care routines well. They dress in their outdoor clothes without support and help to serve their meals and snacks. They volunteer to help with everyday tasks around the nursery. Children develop their awareness of diversity and learn about different cultures, celebrations and food enjoyed around the world. They display good levels of concentration and perseverance.

Setting details

Unique reference number	116192
Local authority	Hounslow
Inspection number	1126675
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	1 - 4
Total number of places	30
Number of children on roll	34
Name of registered person	Chiswick Toddlers World Limited
Registered person unique reference number	RP535415
Date of previous inspection	30 October 2015
Telephone number	0208 995 7267

Chiswick Toddlers World Nursery registered in 1997. It opens from 7.45am to 6pm on Monday to Friday, for 51 weeks a year. The nursery employs 11 staff. Of these, six hold early years qualifications at level 3 and three at level 2. The nursery receives funding to provide free early education to children aged three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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