

Westfield Nursery at Queen Mary University of London

406-408 Bancroft Road, Tower Hamlets, London, E1 4NS



Inspection date

24 May 2018

Previous inspection date

9 December 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

- The recently appointed manager evaluates the provision thoroughly and has worked hard, alongside staff, to implement some effective changes. For instance, the gardens have been significantly improved to provide more opportunities for learning outdoors.
- Children make good progress in their learning and development. Staff promote children's communication skills effectively. For example, they introduce new words to children as they play, to help them name objects and describe actions.
- Staff guide children's behaviour well. Children of different ages play harmoniously in the outdoor area. Older children are mindful of the younger ones. For example, they take care not to throw sand as they play beside the babies in the sandpit.
- Children observe and learn about the world around them. Children enjoy watering the plants in the garden and feeding the ducks at a nearby pond. Older children visit a small allotment, where they plant vegetable seeds and learn about how food grows.

It is not yet outstanding because:

- Staff do not consistently realise when to challenge and extend children's abilities, to help them learn as much as possible from the routines, activities and resources.
- At times, staff in the pre-school room do not plan routines, such as mealtimes and circle times, as well as possible to ensure that all children are consistently engaged.

What the setting needs to do to improve further

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

- support staff to recognise when to build on children's interest in activities to extend the level of challenge even further
- review the organisation of some routines and group activities in the pre-school room to reflect the individual needs of all children more fully.

Inspection activities

- The inspector observed a range of activities indoors and outdoors to assess the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and deputy manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views.
- The inspector looked at a sample of documentation, including details of staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations of staff and is strongly committed to further improving the quality of teaching. She has strengthened systems to support staff in their continuous professional development. For example, staff have regular opportunities to train and reflect on their practice as a team, as well as one-to-one supervisory meetings. Recent training has helped to improve the quality of staff observations and assessments of children. Safeguarding is effective. Staff fully understand their responsibility to protect children from harm. They have a secure knowledge of the procedures to follow if they have concerns about a child's welfare. The manager has developed good links with the provider. They work together to carry out robust suitability checks when recruiting and inducting new staff, to help ensure that they carry out their roles safely and effectively.

Quality of teaching, learning and assessment is good

Staff regularly assess children's learning and plan activities to support their ongoing progress. Where children's development is not as expected, staff work in partnerships with parents and other professionals to provide additional support and help close the gaps in their learning. Staff take account of children's interests when planning for the next stages in their development. For instance, staff set up a pretend building site in the garden. They use this to support children's understanding of mathematics, such as learning about sizes, shapes and patterns. Staff provide good opportunities for children to develop early literacy skills. For example, they ensure that babies and toddlers have access to materials for making marks, such as paint and chalks. They teach older children that new information can be gathered from books, as they read factual books together.

Personal development, behaviour and welfare are good

The key-person system works effectively to establish strong partnerships with parents and close, caring bonds between children and staff. For example, staff visit children in their own homes when they first join the setting, which helps them to form good attachments right from the start. Parents speak highly of the care their children receive. They say that their children are happy and settled in the welcoming and inclusive environment. Children are well supported to keep fit and healthy. For instance, they develop strength and coordination as they tackle an outdoor obstacle course. Staff use information from training to help them devise the nursery menus, ensuring that children are introduced to a wide range of healthy and nutritious food.

Outcomes for children are good

Children make steady progress from their individual starting points. They develop a good range of skills to support their future learning and eventual move to school. This includes children who have special educational needs and/or disabilities, children who receive funding and those who speak English as an additional language. Children explore ideas as they choose confidently from the stimulating range of resources. Babies investigate the sounds produced as they shake plastic bottles filled with a variety of colourful materials. Toddlers begin to distinguish between colours as they order and sort small toys.

Setting details

Unique reference number	EY218414
Local authority	Tower Hamlets
Inspection number	1128477
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	65
Number of children on roll	60
Name of registered person	Queen Mary University of London
Registered person unique reference number	RP520276
Date of previous inspection	9 December 2015
Telephone number	0207 882 2790

Westfield Nursery at Queen Mary University of London registered in 1991. The nursery is open Monday to Friday from 8.30am to 5.30pm for 48 weeks per year. The provider employs 17 staff. Of these, 16 hold relevant childcare qualifications. One staff member has a level 6 qualification and one holds qualified teacher status. The manager and one other staff member are qualified at level 5. Other staff have level 3 or level 4 qualifications. The provider receives funding for the provision of free early education for children aged two, three and four years.

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