

Inspection date	28 June 2018
Previous inspection date	9 November 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is exceedingly proud of her nursery and her boundless ambition for the staff and children is infectious. She continually provides staff with high-quality information, which helps build their professional development from her own research.
- Teaching is consistently excellent across all rooms in the nursery. Staff use excellent resources to inspire children's learning and challenge them to think for themselves. For example, staff ask children how they think they could fix the broken laptop.
- Children are exceptionally friendly and happy. They constantly laugh and giggle as they play together. The children demonstrate high levels of consideration for each other and show care and concern. For example, they find each other's shoes when they wake up after nap time. All children have developed exceedingly strong bonds with staff.
- Outcomes for children are excellent. They make rapid progress and any gaps in learning are quickly closed. Exceptional observations and assessments quickly identify any areas of need and highly effective strategies to support children are put in place. Staff work extensively with other agencies to ensure all children's needs are met effectively.
- Managers seek parents' views in innovative ways. A 'marble jar' voting system enables parents to give a 'yes' or 'no' answer confidentially. Managers recently evaluated the responses to a question about how the new planning is supporting children's progress.
- Managers engage exceedingly well with teachers and parents, which ensures an extremely smooth move for children when they go on to school.

What the setting needs to do to improve further

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

- explore further innovative ways to continually support the highly effective partnership with parents that enables them to be very involved in their children's learning.

Inspection activities

- The inspector took account of the views of parents through discussion provided at inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of the leadership and management is outstanding

The senior management team's rigorous evaluation of staff performance is exemplary, supporting it to deliver the highest quality of teaching and care to children. Managers support staff extremely well and continually evaluate practice, make changes and reflect on the impact of improvements. They recognise the need to continually encourage parents' involvement in children's learning. The manager ensures staff benefit from high-quality training and provides superb support to continually update their knowledge. For example, all staff recently undertook training in forest school techniques to help create an excellent learning resource outside. The manager carefully monitors and tracks children's learning. Any differences in children's learning are swiftly identified and interventions put in place to help them catch up. Safeguarding is effective. All staff have wide-ranging knowledge of all child protection issues, which helps them to ensure children are safe and protected at all times. Staff show an excellent understanding of the procedures to follow should they have a concern about a child.

Quality of teaching, learning and assessment is outstanding

Staff know children exceedingly well. They use their first-class observations and precise assessments to skilfully help children consistently meet and exceed their individual learning targets. Staff use outstanding teaching styles to help children develop their language skills. For example, children lead conversations talking about trips they will be taking in the summer and how they will travel. Other children are delighted to recall their visits to future schools and excitedly talk about the things they saw there. Children's literacy skills are exceedingly well supported. Younger children are keen to point out letters which are significant to them and older children confidently write their names on drawings. Children interact superbly well during group activities. They listen to adults and follow instructions exceptionally well, making decisions about the songs they sing and leading the actions.

Personal development, behaviour and welfare are outstanding

Children are extremely well cared for in this rich and nurturing environment. Children's behaviour is exemplary, and they show care and concern for their friends. Staff provide wonderful opportunities for children to develop an understanding of healthy lifestyles; for example, they brush their teeth after lunch. Babies investigate their thoughtfully considered outdoor environment with enthusiasm. For example, they learn how different textures feel when they walk on them and look for strawberries among the plants.

Outcomes for children are outstanding

All children, including those who have special educational needs and those who are learning English as an additional language, make exceptional progress from their starting points. Children make their own choices and establish their own ideas as they rapidly learn new concepts and solve problems; for example, as they build towers with tyres and work out how to independently climb up and jump off safely.

Setting details

Unique reference number	118134
Local authority	Ealing
Inspection number	1126710
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	27
Number of children on roll	34
Name of registered person	Cybertots Limited
Registered person unique reference number	RP907055
Date of previous inspection	9 November 2015
Telephone number	020 8752 0200

Cybertots Limited registered in 1999 and is located in Acton, in the London Borough of Ealing. The nursery is open every weekday from 8am to 6pm, for 50 weeks of the year. The provider employs 11 members of staff, including the manager and the cook. Of these, eight staff hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for children aged two, three and four years old.

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