

Acton Day Nursery & Pre-School

294 High Street, London W3 9BJ



Inspection date

13 September 2018

Previous inspection date

22 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- Since the last inspection managers and leaders have improved the environment. It is now well organised and provides many learning opportunities for children to explore and follow their interests both indoors and outdoors.
- The management team have implemented good systems to identify gaps in children's learning. The staff work together and with other professionals to support children and help close these gaps.
- All staff have regular supervision meetings with their manager. Staff say that this makes them feel valued and appreciated. It enables them to reflect on and identify their own professional development needs which are supported, for example, by mentoring and training programmes.
- Children behave well. They learn to value and respect each other and their environment. They are kind to each other as they share and take turns during their play.
- The key person system is well established, this leads to children settling well and becoming confident.

It is not yet outstanding because:

- Not enough information has been given to parents to ensure that all foods and snacks provided are consistently healthy, well balanced and sufficiently nutritious to help all children develop healthy eating habits.
- Occasionally staff are slow to recognise when children are hesitant and need prompting to enable them join in an activity.

What the setting needs to do to improve further

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

- increase the effectiveness of partnership with parents to ensure that more information is shared with them about the setting's work to continuously support children's well-being with regards to the healthy eating plan
- review and improve practice to ensure that all staff are more responsive to children who are hesitant to engage in activities.

Inspection activities

- The inspector spoke with parents, children and staff at appropriate times throughout the inspection to gain their views and took these into account.
- The inspector observed the interactions between staff and children and the quality of teaching during both indoor and outdoor play activities.
- The inspector completed two joint observations of practice alongside the manager.
- The inspector held a meeting with the full management team.
- The inspector sampled a range of documentation, including the setting's internal audit, assessment and action plan, staff suitability records, observation and assessment records about children's learning and policies and procedures.

Inspector

Gilly Joseph

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection the provider has recruited an experienced and effective management team. Jointly they have made and sustained improvements in the quality of the provision. For example all parents comment positively on the improvement in the organisation of the nursery. Safeguarding is effective. Managers ensure all staff are confident and familiar with the procedures to follow to keep children safe. Rigorous procedures are implemented by managers to support the recruitment of suitable staff. Leaders regularly observe staff practice which enables them to identify training needs. As a result of this, staff teaching and practice is improved. Managers monitor children's progress, they are able to identify gaps, patterns, achievements or concerns. This enables them to work closely with parents and other agencies to ensure children receive the additional support they need. They have introduced procedures to make parents aware of any potential funding which they may be eligible for.

Quality of teaching, learning and assessment is good

Children experience a broad range of play and learning opportunities both indoors and outdoors. Staff are usually skilful at encouraging children and extending these activities. For example, in the garden children enjoy using wooden planks to construct a pathway. Staff observe this, they place small buckets upside down and help the children create a bridge by placing the planks on top of the buckets. Children take turns to walk across the bridge and enthusiastically practice their balancing skills. Staff use children's interests in trains and provide them with resources which capture their attention. For example, children construct a wooden train track and compare their trains noting the difference in colour and shape. Children keenly join in at story time, they know the story well and recall what will happen next. Staff work closely with other professionals to support children who have special educational needs and/or disabilities.

Personal development, behaviour and welfare are good

Staff are warm and caring, they know the children well, as a result children settle quickly and become confident. The environment is well organised and supports children to become independent. Children have access to a varied range of resources and initiate their own play. They make friends and enjoy playing together. Staff are good role models, they listen to the children and treat each other with respect. In return children do the same and are well behaved, they know what is expected of them. For example, children delight in running in the small garden but stop when staff remind them that it is not safe to run at that time.

Outcomes for children are good

Based on their starting points all children are steadily developing the characteristics and skills necessary to be ready for school. For example they learn to co-operate with each other and listen and respond appropriately to instructions. They recognise their own names and learn to put on their coats and manage their personal care. Many children are learning English as an additional language, and their parents comment positively on the improvement in their children's vocabulary and understanding.

Setting details

Unique reference number	EY478815
Local authority	Ealing
Inspection number	10078307
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	36
Number of children on roll	24
Name of registered person	V, D's & Every Kid's Dreams Nurseries Limited
Registered person unique reference number	RP533765
Date of previous inspection	22 March 2018
Telephone number	02089935690

Acton Day Nursery & Pre-School registered in 2014. It is located in the London Borough of Ealing. The nursery is open from 8am until 6pm on Monday to Friday, except for bank holidays. It employs six permanent members of staff. Of these, four hold appropriate early years qualifications from level 2 to level 6. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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