

Happy Choo Choo Nursery

St Christophers C Of E Church, Bordars Road, London W7 1AG



Inspection date

1 November 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff know children well. They make effective use of what they know about individual children to plan for what the children need to learn next.
- Snack time is a very good opportunity for children to sit together and develop social skills. Staff subtly introduce vocabulary of colour, smell and taste as the children eat fruit.
- Partnerships with parents are effective in meeting children's care and learning needs. Parents feel that the staff are highly responsive to any comments or suggestions they make.
- Staff demonstrate a good understanding of how to protect and safeguard children. They fully understand their roles and responsibilities for ensuring children's welfare.
- The manager shows a strong commitment to improvement. She uses a good range of feedback from parents, staff and children, to help her evaluate the service. The plans for development are well focused to improve the quality of teaching and learning.
- Children make good progress from their various starting points. Their development is carefully monitored by their key person, to identify what they need to learn next.

It is not yet outstanding because:

- Although systems for supervision and training are good, the manager does not extend these further to raise the teaching to a higher level.
- Occasionally, staff do not adjust teaching during planned activities to consider the varying needs of the children.

What the setting needs to do to improve further

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

- build on the good systems for monitoring staff performance, to encourage high-quality teaching further.
- plan experiences and adjust teaching, to support the different needs of the children even more consistently.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children, at intervals, during the inspection. She also spoke with several parents during the inspection and took account of their views.
- The inspector had a meeting with the manager, deputy manager and other staff. She looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector completed a joint observation with the nursery manager.

Inspector

Mrig Divecha-Talker

Inspection findings

Effectiveness of leadership and management is good

The manager and staff make accurate assessments of children's progress from their starting points. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare through the daily routine. Staff also attend essential training to update their knowledge on safeguarding children. The manager and staff achieve a good balance between adult-led activities and child-initiated play. They promote equality by listening to children's ideas, giving them rights to make decisions and by increasing children's self-confidence. The manager has initiated a targeted action plan to improve practice, such as outdoor area learning. There has also been an improvement in the frequency of information provided to parents.

Quality of teaching, learning and assessment is good

Staff support children to develop their language and communication skills well. For example, they introduce new vocabulary as they look at books together and ask questions during discussions to encourage children to put their thoughts into words. Children who speak English as an additional language soon learn to understand and express themselves gradually in English. Staff interact well with the children and show genuine interest in their play. For example, they join in with spontaneous games, such as hunting for specific coloured balls in the hall. They work with other professionals to introduce a range of strategies to support the learning of children who have special educational needs (SEN). Staff encourage children to explore different mathematics activities, such as fishing for numbers and balancing numbers. There is a good range of resources and stimulating areas for children to explore as well as comfortable areas so that children can play quietly.

Personal development, behaviour and welfare are good

Staff advance children's well-being and self-esteem very well. They choose children to be 'helping hands', setting the table for snack time. This encourages children to develop a sense of responsibility. Staff are good role models and promote respect and tolerance well. They encourage children to be aware of one another's needs. Children learn to be independent. For example, they set high expectations for their good behaviour by using the positive posters on display. Children make regular use of the outdoor area. They learn to keep themselves safe and enjoy fresh air and exercise, as part of developing healthy lifestyles. Older children speak of fruit being healthy during snack time.

Outcomes for children are good

All groups of children, including children who have SEN, make good progress from their starting points. Most children are working comfortably within the range of development typical for their age. They acquire increased language skills to support the next stages in their development, including being ready to start school. Older children gain a secure understanding of numbers and counting. For example, children enjoy engaging in rhythm activities where they count the beats of hand claps and feet stamps. Children are happy to learn and they thrive in the warm interactions with staff.

Setting details

Unique reference number	EY536052
Local authority	Ealing
Inspection number	10076855
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	27
Number of children on roll	27
Name of registered person	Sarzalska, Magdalena
Registered person unique reference number	RP536051
Date of previous inspection	Not applicable
Telephone number	07513886135

Happy Choo Choo Nursery registered in 2016 and it is located in Ealing. It opens Monday to Friday from 9am to 3pm, during term time only. The provider is in receipt of funding to offer free education to children aged two, three and four years. There are five staff with qualifications ranging from level 3 to qualified teacher status.

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