

Westcott Park Nursery

13 Ferguson Drive, London W3 6YP



Inspection date	9 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The provider does not organise evidence of the suitability of staff, or adult-to-child ratios, to a consistently effective level.
- The management of children's behaviour does not fully support children's development of independence because they are not consistently given suitable explanations of how they need to do things for themselves.
- The manager does not enable staff to improve their practice in teaching children with different needs. She takes on the main responsibility of guiding routines and teaching.

It has the following strengths

- Staff build effective partnerships with parents to support children's needs and care. For example, young children learn to eat healthy food at lunchtime.
- All children, including those who are learning English as an additional language, make good progress in communication and language skills.
- Staff have a secure understanding of how to safeguard children. Consequently, children are kept safe and secure in the setting.
- Children develop self-confidence through play as staff implement a suitable balance of adult-led and child-initiated activities through the day.
- Staff are caring and build positive relationships with children. They get to know them well and children feel happy, settled and secure. For instance, younger children turn to staff whenever they need assistance through the day.

What the setting needs to do to improve further

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

	Due date
improve administrative systems for maintaining relevant documents that must be available to Ofsted.	14/12/2018

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

- ensure that all staff support children to develop self-care skills and consistency in following routines
- make effective use of self-evaluation to identify weaknesses in staff practice and children's experiences, and help make further improvements to children's outcomes.

Inspection activities

- The inspector observed teaching and care practices in the playroom and outdoors, and the impact these had on children's learning.
- The inspector and manager undertook a joint observation of teaching practice and discussed this.
- The inspector held discussions with the staff, children and parents.
- The inspector held a meeting with the manager to discuss the leadership and management of the setting.
- The inspector viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications and assessments of children's learning and development.

Inspector

Mrig Divecha-Talker

Inspection findings

Effectiveness of leadership and management requires improvement

Information regarding the suitability of all staff is not readily available. This means there was a considerable delay in collating records of staff checks, attendance and first-aid training for Ofsted to complete suitability checks. Safeguarding is effective. Staff know the signs and symptoms that may indicate a child might be at risk from harm. They know the procedures to follow if they have concerns about a child's welfare and how to report an allegation. The manager has not sufficiently identified and acted on the weaknesses in staff understanding of how to help children follow the daily routines independently. Although self-evaluation is not fully effective, the manager and staff have made some positive improvements in teaching practice and children's learning. For example, the manager makes detailed assessments of children's progress. This helps her to check children's development closely and plan for the next steps in learning.

Quality of teaching, learning and assessment requires improvement

Staff find out information from parents about children's interests and provide for these when they first start. The manager has started to make good links with external agencies to further support children with special educational needs and/or disabilities (SEND). However, not all staff consistently extend children's thinking and offer further challenge as children play. At times, older children miss opportunities to extend their play and thinking. Younger children have uninterrupted time to be creative, explore and investigate. For example, they enjoy exploring sticky sand, moulding it with their fingers. Staff help children to learn about their local community and the wider world. For instance, they encourage children to learn about seasons and people who help us. Staff encourage less confident children to join in such activities by demonstrating the stages of play.

Personal development, behaviour and welfare require improvement

Staff miss some opportunities to promote children's independence skills. For example, staff often do things for children that they can do for themselves, such as putting on coats for pre-school children and packing away lunch boxes for younger children. The staff provide a nurturing environment where children are happy and settle well. The children make positive early friendships and happily share and take turns as they play. Staff promote good health and hygiene. Children are physically active, such as using scooters for racing games. However, the manager does not ensure that staff consistently enable the children to follow the routine. For example, at times children need to be repeatedly told to tidy up or sit for lunch.

Outcomes for children require improvement

All children make some progress from their starting points to prepare them for school. However, due to variable messages from staff, children are not consistently supported to follow instructions and routines. Children with SEND proceed gradually towards their next stages of development. Children develop a good level of mathematical skills. For example, they count pieces as they create models with shapes.

Setting details

Unique reference number	EY538159
Local authority	Ealing
Inspection number	10077278
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	12
Name of registered person	Westcott Park Nuseries Limited
Registered person unique reference number	RP538158
Date of previous inspection	Not applicable
Telephone number	07516 729060

Westcott Park Nursery registered in 2016. The nursery is located in the London Borough of Ealing. It employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and the other at level 5. The nursery is open 11am until 4pm, Monday to Friday, throughout the year, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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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