

Randolph Beresford Early Years Centre

The Randolph Beresford Early Years Centre, Australia Road, London W12
7PH



Inspection date	15 May 2019
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

This provision is good

- The senior management team is ambitious for the nursery. Staff speak positively about the support they are given. Staff are provided with regular supervision, which identifies strengths and areas for improvement. They have access to an extensive range of training opportunities to improve the quality of their interactions with children.
- The senior management team and staff work closely with other professionals to ensure children are safe and secure, and progress well towards the targets set for them.
- Staff understand how children learn and use this information, alongside their good knowledge of children's interests, to plan creative and imaginative activities. For example, children water the potatoes they have recently planted, and talk about eating them.
- Children are at ease in the nursery, and explore the environment well. This demonstrates that they feel safe. Behaviour is good, and children benefit from effective praise and support from staff.
- Staff manage children's moves between rooms within the nursery and on to school very effectively. This strongly supports children's positive emotional well-being.
- Children have plenty of opportunities for fresh air and exercise. They move freely between the inside and outside environment. Children play confidently in the spacious, well-resourced garden each day. They have ample opportunities to build on their large physical skills. For example, they negotiate an obstacle course, play in the mud kitchen, and learn to use bats and balls.
- All children, including those who receive additional funding, make good progress from their starting points.
- At times, staff complete tasks for children which they are able to do for themselves.
- Occasionally, some staff do not support children well to understand how to carry out tasks safely.

What the setting needs to do to improve further

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

- build on opportunities for children to carry out daily tasks for themselves, and increase their independence skills
- review and strengthen the ways that staff support children to learn and understand about hazards and negotiating risks.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the senior management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection, and took their views into account.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management is good

The nursery is well established within the local community. The senior management team and staff demonstrate a strong commitment to developing the nursery, and have targeted plans for the future to further improve the quality of the setting. For example, they have plans to extend the outside space to create more planting areas and space for wheeled vehicles. Partnerships with parents are strong. Parents are positive about the quality of teaching and the care their children receive. They stated that their children enjoy coming to nursery, and they can see them make progress in their learning. Safeguarding is effective. Staff confidently explain their roles and responsibilities in keeping children safe. They are aware of the wider issues around safeguarding, and know how to report any concerns. Recruitment and vetting procedures are robust. New staff complete a thorough induction process to ensure that they understand their roles. Apprentices are mentored well.

Quality of teaching, learning and assessment is good

The senior management team and staff use effective systems to check children's progress and identify gaps in their learning. They gather useful information from parents, during home visits and when children start at the nursery, to establish their starting points. Staff observe and monitor children's learning. They quickly identify any gaps and put in place effective systems to support children's development. Staff support children's language and communication skills well. They consistently talk to children, introducing new words, such as 'shoots', and asking questions to encourage their thinking and exploration. Children explore using different media, such as crayons, paint and dough, to develop their mark-making skills. Children enjoy listening to stories. They snuggle up to staff in cosy book corners and listen intently to the stories staff are reading.

Personal development, behaviour and welfare are good

Children are happy and settled in this very friendly nursery. They are well behaved and eagerly come into nursery, quickly joining in with activities. Children learn about living healthy lifestyles. They eat healthy food while at the nursery, learn the importance of good hygiene procedures, such as washing hands before having lunch, and grow their own vegetables. Staff provide an inclusive environment in which children learn to value differences and similarities between themselves and others.

Outcomes for children are good

Children learn key skills in readiness for their move on to the next stage of their learning and, eventually, school. They are enthusiastic learners. For example, children excitedly use a hose to make puddles in the mud, and then listen to the squelching noises their wellington boots make. Children have fun as they play. They are growing in confidence, and seek help if they need it. Babies explore their immediate environment with enthusiasm, demonstrating that they feel safe and secure.

Setting details

Unique reference number	EY546838
Local authority	Hammersmith & Fulham
Inspection number	10102049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 3
Total number of places	30
Number of children on roll	47
Name of registered person	Randolph Beresford Early Years Centre Governing Body
Registered person unique reference number	RP530137
Date of previous inspection	Not applicable
Telephone number	0208 743 7339

Randolph Beresford Early Years Centre registered in 2017. It operates from 'the under threes room' on the nursery school site. The nursery is situated in White City, in the London Borough of Hammersmith and Fulham. It is open from 8am until 6pm, every weekday for most of the year. There are nine members of staff, all of whom hold an early years qualification at level 3 or above. The nursery provides funding for children age one to three years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

