

Westcott Park Nursery

13 Ferguson Drive, London W3 6YP



Inspection date

5 June 2019

Previous inspection date

9 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
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

This is a provision that requires improvement

- Staff do not always plan challenging enough activities for children's individual development or to extend their learning.
- Children make independent choices in their play. However, on occasions, staff do not fully support children to try to do things for themselves.
- There has not been enough improvement since the last inspection. Some positive steps have been taken to identify and address weaknesses. However, the overall quality of the provision has not yet reached a good level.

It has the following strengths

- Children form secure attachments with the caring staff, which helps to promote their emotional development. Children arrive at the setting happily and ready to play.
- Children have ample opportunities to enjoy fresh air and to be physically active throughout the day. For example, they engage in running races and hopscotch.
- Children enjoy a range of outings. They regularly visit the local library, park and shops. This helps to extend their understanding of the local community.
- Partnerships with parents are effective. Parents attend meetings, receive detailed progress reports and make contributions towards their children's development. They comment that they are happy with the care provided and receive regular feedback about their child's day.

What the setting needs to do to improve further

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

	Due date
ensure that staff use information gathered from observations of children and from assessments of their learning to plan challenging activities so that all children make the best possible progress.	12/07/2019

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

- ensure that self-evaluation is effective in addressing the identified weaknesses in a timely manner
- provide additional opportunities to support children's independence skills in readiness for school.

Inspection activities

- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning and development.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector spoke with the children and staff at appropriate times during the inspection.
- The inspector held meetings with the manager.
- The inspector looked at a sample of documentation, including evidence of staff suitability, staff qualifications and training, policies and procedures, and children's progress reports.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Damiana Cornacchia

Inspection findings

Effectiveness of leadership and management requires improvement

The manager is dedicated to improving practice and she reflects on the provision to identify ways that contribute to improving outcomes for children. Despite this, she has not yet addressed all areas of practice that need to be improved. All staff have completed safeguarding training and have an adequate understanding of the setting's child protection procedures. The manager has a sound knowledge of child protection issues, including the 'Prevent' duty. Staff have regard for children's safety. For instance, they follow suitable security arrangements and check the premises regularly. Staff deploy themselves well to ensure that children always remain within sight.

Quality of teaching, learning and assessment requires improvement

At times, the quality of staff's interaction with children is not strong enough. However, staff do support children's communication and language development. They engage children in conversation and listen to what they have to say. Staff do not challenge and extend children's learning enough. For example, during some group activities, staff do not use good strategies to engage all the children effectively in order to increase their enjoyment and achievement. Children understand and use the correct mathematical language in their play. They build towers with big blocks and comment, 'This is taller than us!' Children are provided with opportunities to make choices, explore and be imaginative. They enjoy role play and dressing up.

Personal development, behaviour and welfare require improvement

Children have free-flow access to the outdoor area where they use a variety of toys that promote their balance and coordination, such as bouncing stilts and ride-on toys. Children's physical and exploratory skills are developing well. They handle a range of small tools, such as scissors and brushes, with increasing control. Staff encourage children to follow good hygiene routines, such as washing their hands before mealtimes. Staff are kind and caring. However, they tend to be overly helpful to children and this reduces children's opportunities to do things for themselves, such as tidying up and putting on their coats to play outside.

Outcomes for children require improvement

All children, including those who are learning English as an additional language and those with special educational needs and/or disabilities (SEND), make some progress from their starting points. They are broadly working at typical levels of development for their age across the areas of learning. They acquire the basic skills for their next steps in learning, including school. For example, children learn to count, play cooperatively and have the confidence to initiate conversations with adults and each other. However, inconsistencies in the quality of teaching affect the potential progress they could make.

Setting details

Unique reference number	EY538159
Local authority	Ealing
Inspection number	10085894
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	14
Name of registered person	Westcott Park Nuseries Limited
Registered person unique reference number	RP538158
Date of previous inspection	9 November 2018
Telephone number	07516 729060

Westcott Park Nursery registered in 2016 and is located in the London Borough of Ealing. It employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds level 3 and one holds level 2. The nursery is open from 11am until 4pm, Monday to Friday, throughout the year, except for bank holidays. It 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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