

Inspection of Gilwell Hill Children's Day Nursery And Pre-School

1 Baden Drive, LONDON E4 7FF

Inspection date: 18 December 2019

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children behave exceptionally well. They play harmoniously and are very keen to help. For example, children help set the table and hand out cutlery at lunchtime. Unprompted, they go to reassure and help provide fresh cutlery when they see a friend on another table has dropped a fork. Staff are excellent role models.

Parents comment how 'children thrive' and that their children are 'happy here' and 'it is like a big family'. Children settle extremely quickly. Younger children cuddle up to staff and benefit from plenty of emotional reassurance. Staff build caring and strong relationships with children. There are many fun and caring interactions and staff follow children's interests. For example, children draw circles in chalk on the ground. Staff join in the game pretending the circles are lava, jumping to safety. The key-person system is effective.

The manager ensures children enjoy a wide variety of activities that they may not benefit from elsewhere. These include, regular baking, gardening, dance and other fitness activities. Dance, drama and football are also available as extra curriculum activities. Children enjoy fresh air and exercise and learn to take appropriate risks. They enjoy riding wheeled toys and using tyres as stepping stones. Children develop their physical skills and confidence.

What does the early years setting do well and what does it need to do better?

- Children are extremely confident and chat to staff and friends as they play. Children happily share and patiently wait their turn. They develop great attitudes to learning and perseverance.
- Staff teach children to value and respect others. Children are exceptionally thoughtful and considerate. For example, as they make cookies they talk about how many they need to make for their younger friends and for all the staff. Children are extremely eager helpers. They tidy up after baking, volunteering to sweep up the flour.
- The manager has ambitious plans to improve the setting further. She gathers feedback from parents and reflects on practice. Following feedback, the manager developed the mathematics and reading areas. As a result, children now access these areas and resources more. The manager has reviewed and streamlined paperwork to support staff. Staff report that the manager is helpful and they can ask her for advice.
- Staff benefit from regular supervision meetings and ongoing training. For example, they have developed how they teach letters and sounds to children. Children enjoy regular story sessions. They learn to identify the initial sound of words and how to break sounds down within words. Children develop literacy and other skills needed for the next stage of their learning or school.

- The curriculum is designed to build on what children can do over time. Staff have high expectations and all children make good progress. They are deeply engaged and are exceptionally keen to take part in activities. Children concentrate for impressively long periods of time. For instance, as they roll balls down tubes, they discuss and predict what will happen if they add water. Staff naturally introduce new words, such as 'flow' and 'trickling,' at relevant points, helping to further extend children's developing vocabulary.
- Staff understand how to support and extend children's learning. For example, they ask questions about the shape of objects. Children talk about the number and length of sides on a rectangle and how it is different from a square. They develop mathematical skills.
- The quality of teaching is strong and staff have high expectations for all children. However, not all staff teach at the highest possible level.
- Partnerships with parents are strong. Staff regularly review children's progress with them. The manager and staff understand how to support children through effective partnership working. Staff prepare reports for other professionals. These include the progress check for children between the age of two and three years for their local clinic visit, or the final nursery and pre-school report as they prepare to move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The manager has put in place robust policies and procedures. She ensures that staff have a thorough working knowledge of these. For example, staff explain how they prevent unauthorised people accessing the building. This helps to protect children's safety and well-being. The manager provides regular training to refresh staff knowledge of safeguarding. Staff confidently explain the indicators of abuse and the procedures to follow if they have any concerns regarding children or colleagues. Children use the internet under staff supervision. Staff teach them how to keep themselves safe online, in an age-appropriate way.

What does the setting need to do to improve?

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

- support staff to develop their teaching practice to the highest possible level.

Setting details

Unique reference number	EY479945
Local authority	Essex
Inspection number	10076192
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	32
Number of children on roll	47
Name of registered person	Prime Family Choice Ltd
Registered person unique reference number	RP910921
Telephone number	02085294614
Date of previous inspection	12 May 2016

Information about this early years setting

Gilwell Hill Children's Day Nursery And Pre-School registered in 2014 and is located in Chingford, in Essex. The nursery provides full-time and part-time sessions, Monday to Friday between 7.30am and 6.30pm. The nursery takes children from three months old and operates for 51 weeks of the year. There are 12 members of staff, eight of whom hold an appropriate early years qualification at level 3 or above. This includes the manager, who has achieved qualified teacher status and 2 other staff members qualified to degrees in Education. The nursery provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Becky Williams

Inspection activities

- The manager and the inspector conducted a learning walk together.
- The manager and the inspector evaluated a joint observation. The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- At appropriate times during the inspection, the inspector spoke to staff and children.
- The inspector held a meeting with the manager of the setting. She looked at relevant documentation, including evidence regarding the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

We carried out this inspection 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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