

Inspection of The Willcocks Nursery School

Holy Trinity Church, Prince Consort Road, LONDON SW7 2BA

Inspection date: 10 January 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff provide an exceptionally nurturing and vibrant environment, where children play together in harmony. Staff greet parents and their children warmly when they arrive at the nursery. Children self-register, develop a very strong sense of belonging and community, and display high levels of curiosity. Managers and staff know children remarkably well and attend to their needs superbly. They track the progress of each child and provide excellent support to help close gaps in children's learning. Children make rapid and sustained progress in relation to their individual starting points. Children who have speech and language difficulties or speak English as an additional language make the best possible progress in their learning. As a result, children are exceptionally well prepared for the next stages in their learning and development, including the move on to school. Children respond with enjoyment and demonstrate excellent attitudes to learning. They are very creative in their play. For example, younger children love to sing with music, dance beautifully and explore the sounds musical instruments make. Older children very eagerly make props for their favourite stories. Children have many opportunities to explore technology tools and to find out how things work. Staff are excellent role models for children. For instance, they talk to children in a gentle and respectful manner and support their social and emotional well-being superbly. Children share resources fairly and take turns. They are courteous to others and show sensitivity to the children who are new to the setting. Overall, children's behaviour is exemplary.

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

- Staff gain relevant information from parents to assess what their children know, can do and need to learn next. They use this information alongside their observations to plan meticulously for each child.
- Children benefit from an exciting and inspirational educational programme that fully meets their needs and helps them acquire a lot of knowledge and skills. Staff listen to children's views and incorporate their ideas as they plan. For example, children were very interested in wood materials, so staff took them to the local park and gardens, where they took photographs of the different trees. Children were highly motivated to display their pictures and proud to talk about the types of English trees they observed, describing the smell and the texture of the different barks. They talked about measuring and counting the bark around the trees to help them determine the ages of the trees.
- Staff hold constructive discussions with children to deepen their learning. For example, younger children love to sit in a cosy area, browse through books and talk about their favourite characters. Older children can suggest what might happen next in stories. Children make excellent comments in response to what they see, feel or hear.

- Staff teach children how to manage their personal hygiene very effectively. For example, they explain to children the importance of healthy eating and the positive impact this might have on their health and development. Furthermore, they teach children how to brush their teeth to reduce the risk of tooth decay. Children learn to serve themselves at mealtimes and enjoy the social occasion to eat with their friends. Children are highly independent, cooperative and self-assured.
- Children have excellent opportunities to develop their physical skills. For example, younger children are able to ride scooters safely. Older children can balance on the stepping stones with increasing control and coordination.
- Partnerships between staff and parents are excellent. For instance, staff keep parents fully informed about their children's academic progress and well-being and involve them in planning the next steps.
- Parents speak highly of the staff. A group of parents commented: 'Staff are amazing and provide genuine care. They encourage children to be keen and independent learners. Our children make superb progress.'
- Managers observe staff and offer them clear guidance to widen their excellent knowledge and skills further. They are alert to staff's workload.
- Staff are unanimous in their praise for the managers and the way they support their well-being. They comment on how observations, supervisions and appraisals are used very effectively to review their professional development, encourage training and help them focus on planning for individual children.
- Managers establish very strong links with relevant agencies and providers to help children receive the appropriate support they need.
- Activities such as 'show and tell' sessions and visits to museums and the Royal Music Academies enhance and deepen children's learning. Children feel safe, unique and special.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment checks help ensure that all staff are suitable to work with the children. Staff have an excellent understanding of safeguarding requirements and their duty to report any concern about a child or an adult. Managers help staff to be familiar with induction processes to prepare them fully for their roles. Staff work tirelessly to help ensure that every child is safe and secure. For example, younger children learn to manage space safely. Older children learn to take safe risks in their play and can identify possible hazards, such as handling scissors and equipment for climbing. Managers keep robust records of accidents and incidents and monitor them regularly to help identify any trends and/or patterns.

Setting details

Unique reference number	EY449060
Local authority	Westminster
Inspection number	10128518
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	32
Number of children on roll	41
Name of registered person	The Willcocks Nursery School Limited
Registered person unique reference number	RP531732
Telephone number	02075845054
Date of previous inspection	4 December 2012

Information about this early years setting

The Willcocks Nursery School registered in 1992. It is open Monday to Friday from 9am to 4pm and operates during school term time. There are eight staff, all of whom hold appropriate early years qualifications at level 3 or level 6.

Information about this inspection

Inspector

Fatiha Maitland

Inspection activities

- The inspector and the manager conducted a learning walk in all parts of the nursery, and the manager shared how the curriculum is organised.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out one joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at the nursery's policies and procedures, including those related to the suitability of staff.

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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