

# Inspection of Westcott Park Nursery

13 Ferguson Drive, London W3 6YP

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Inspection date: 15 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

The nursery is a calm, well-resourced and inviting environment. Children experience a wide range of exciting activities based on their interests. For example, at the time of inspection, the theme was 'shopping'. Children enjoyed cutting out photographs of their experiences from the visit. They were very enthusiastic about displaying these on the wall. They role played shops together and used the language of money in their conversations.

Leaders provide plenty of opportunities for children to go on walks in the local area and learn about their community. Adults encourage children to play games with rules. Therefore, children learn to listen and take turns. Leaders encourage children to help with small tasks. For example, they help to wheel out the scooters and pack away the balls during outdoor play. This helps to promote their understanding of being responsible for the toys and resources. Adults model good manners and positive behaviour. Despite this, at times, children engage in inappropriate behaviour. When this happens, they do not respond promptly enough to adults' requests to stop.

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

- Leaders and staff have close bonds with children. They get to know children very well and pay close attention to their wishes and feelings. Leaders had thoughtfully taken into account the children's interest in shops, following a visit to 'the Tiger Who Came to Tea' exhibition. Children feel happy and safe in their care. They make independent decisions in their play. Children enjoy playing outdoors. They learn to count actions during warm-up exercises. They develop good hand-to-eye coordination during ball games involving throwing and catching. Children learn to negotiate space well by avoiding obstacles, travelling at speed and stopping safely on their scooters. They have plenty of opportunities to develop good literacy skills. Children learn to recognise letters and the sounds they make. Staff support their pencil grasp development well and children recognise their names. Story times are exciting, as staff read stories in engaging ways. Children listen attentively and anticipate what happens next. Older children develop good mathematical skills in preparation for school. For instance, they learn to trace and recognise numbers.
- Adults model effective communication well. They ask children open-ended questions and listen attentively to their responses. Children learn new words, remember them, and use them again in their play. This is because staff consistently identify opportunities to name unfamiliar items during their interactions with children. Children echo these words as they play. During adult-led activities, staff encourage children to repeat key words spoken by adults. As a result, all children, including those with low starting points, make good

progress in their language development.

- Children are very independent. They put on their own coats to go outside. Children routinely wash their hands before eating and after using the toilet. They enjoy having responsibility for small tasks. For example, they are keen to wheel out the lunch box trolley at mealtimes. Staff stand back and allow children to have a go before offering to help them put their shoes on. Therefore, children begin to learn to take care of themselves. Overall, children play well together and share. However, at times when children engage in misbehaviour, adults miss opportunities to support their understanding of why some behaviour is inappropriate.
- The manager conducts regular risk assessment checks of the toys, activities and visits to community settings. Children demonstrate an awareness of how to stay safe outside of the nursery. They walk sensibly with staff to play in the nearby basketball enclosure. The manager records children's daily attendance. However, entries in the register do not include children's hours of attendance. This is a breach of a requirement.
- Parents say that they are very happy with their children's developmental progress and that their children develop high levels of confidence at the nursery. Staff ensure children's next steps are shared with parents as part of their regular discussions. This helps parents to support their child's learning at home.
- Leaders supervise staff well and provide opportunities for training. The manager works closely with the local authority adviser. The action and recommendations made at the previous inspection have been fully addressed. The manager knows that strong parental partnerships are an area of strength in her leadership. She is committed to continuous improvement by addressing all the areas identified in her action plan.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs of possible abuse in young children. Leaders are vigilant to any unexplained changes in children's circumstances. They have a clear procedure to follow should a child become at risk of harm. The manager has advanced level training in safeguarding. She ensures only authorised persons have access to children. The nursery has a closed circuit television system which monitors the outside areas and the majority of the internal areas used by the children.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure the daily register includes children's hours of attendance.	16/01/2020
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**To further improve the quality of the early years provision, the provider should:**

- offer children explanations as to why some behaviours are inappropriate.

## Setting details

<b>Unique reference number</b>	EY538159
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10113712
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	3 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Westcott Park Nuseries Limited
<b>Registered person unique reference number</b>	RP538158
<b>Telephone number</b>	07516 729060
<b>Date of previous inspection</b>	5 June 2019

## Information about this early years setting

Westcott Park Nursery registered in 2016 and 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 5 and one holds level 3. The nursery is open from 11am until 4pm on Tuesday, Wednesday and Friday, throughout the year, except for bank holidays. It provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Olivia Awolola

## Inspection activities

- The inspector accompanied the manager on a learning walk of the nursery. This helped clarify the purpose of each learning area and how it is used to support children's learning.
- A joint observation of an activity took place with the inspector and the manager to evaluate teaching and learning.
- A sample of documents, including staff and children's records and the setting's policies and procedures, was reviewed by the inspector.
- The inspector observed the quality of interactions between adults and children.
- A leadership discussion was held with the manager to determine how well she evaluates the provision.
- The inspector spoke with parents to gain their views regarding the quality of care and education their children receive.

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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