

# Inspection of Merchant Square Pre School Nursery

5 North Wharf Road, LONDON W2 1LE

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Inspection date: 3 February 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, safe and secure. They thrive in this highly welcoming and nurturing environment. Staff have high expectations for all children, including those who speak English as an additional language. The activities are based on children's interests and what they have already learned, supporting them to develop their knowledge further. Staff know children well and provide a stimulating learning environment for all children. They identify children's individual next steps in learning and provide activities that promote these. Staff frequently give children praise, encouragement and recognition for their efforts and achievements. Children behave very well and have good self-esteem. They are confident speakers and inquisitive learners. For instance, while making play dough, children test their ideas as they add ingredients to the mix and discuss with staff what they need to do when there is too much liquid. Staff skilfully question children and extend and challenge their learning effectively as they participate in discussions and during play. Children also have fun making pictures at areas, such as the transient art station. Staff carefully use questions to help children think about what they would like to achieve. For example, staff support children to make patterns and shapes with coloured bands. Children enjoy being independent and make choices for themselves. Staff help them to learn how to support each other, such as when passing around items at the lunch table.

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

- Children benefit from a rich, enjoyable and well-planned programme of activities. Staff are experienced and knowledgeable and there is good focus on different learning experiences with strong educational value. This is apparent when children participate in role-play activities. They work together to make meals in the home corner and use torches to make shadow pictures and patterns on the walls.
- Children are encouraged to be active and lead healthy lifestyles. This is evident when they are encouraged to eat nutritious snacks, frequently visit the nearby park and walk along the local canal and to the train station. Staff support children to understand the importance to care for the environment. For example, children frequently take their recycling to the local recycling centre.
- Families are warmly welcomed and receive an overview of the nursery's values and aims. In addition, staff and parents complete initial assessments together to establish good partnerships and to provide consistency for children's future learning. Staff know children extremely well and have good bonds with them.
- Parents are highly complimentary about the nursery. They value their children's experiences there and express that they find the staff very caring. They appreciate the excellent communication about their children's learning and development.

- Children have good opportunities to go on local outings. For instance, they frequently go on trips around the local community and to the local park. They enjoy visiting shops, the canal and the train station. This supports their growing knowledge and understanding of the world around them.
- Staff support children's early mathematical development. They encourage children to count the pieces of track needed to build the train set, and look at clocks and use egg timers to discuss the passing of time.
- Children show good motivation and interest in the different activities, helping them to develop a love of learning. However, on occasion, the organisation of some focus activities means that some children do not get the full attention of staff to extend their learning further.
- Staff identify children's individual next steps in learning and provide activities that promote these. For example, children returning from a trip around the community to support their communication skills were enthusiastic to share the map of the different underground stations to plan their journeys to nursery.
- Staff are highly valued at the nursery and they work extremely well together as a team. They communicate well during daily routines. However, on occasions, the organisation of staff during changes in routine does not support all children to know what is expected of them and help them to remain engaged.
- The managers and staff team regularly evaluate the setting. They are passionate and incorporate changes to benefit the children. For instance, the nursery has recently embarked on a new approach to support children's communication and language skills. Staff regularly attend training to increase their knowledge and learn new skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers ensure all staff complete regular safeguarding training and keep their knowledge updated. Staff are confident in describing what would cause them concern about a child's welfare, including the risk of radicalisation. Staff know the procedures to follow and professionals to contact if they need to make a referral. Staff complete daily checks to ensure the environment is safe and to minimise any hazards. Staff support children to manage risks as they use climbing equipment. Children practise evacuation procedures, so they know what to do in an emergency. Children are aware of how to keep safe when on trips and complete risk assessments of equipment needed before leaving the nursery.

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

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

- increase opportunities for all children to participate equally in adult-led activities to extend their learning further

- provide greater support so children know what is expected of them and remain engaged throughout activities.

## Setting details

<b>Unique reference number</b>	EY494226
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10138412
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	3 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Merchant Square Day Nursery Limited
<b>Registered person unique reference number</b>	RP908104
<b>Telephone number</b>	02077249935
<b>Date of previous inspection</b>	15 June 2016

## Information about this early years setting

Merchant Square Pre School Nursery registered in 2015. It is one of two nurseries, working in partnership, run by Merchant Square Day Nurseries Limited. The nursery operates from ground-floor premises within a residential block. It is open each weekday from 7.30am to 6.30pm, all year round, except for Christmas week and bank holidays. The nursery provides funded early education for three- and four-year-olds. It provides for children who speak English as an additional language. The manager is qualified to degree level. She is assisted by six members of staff, all of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- The managers and inspector conducted a learning walk and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager.
- Parents spoke to the inspector and shared their views of the nursery.
- The inspector looked at documentation, including children's progress, and evidence of staff suitability and qualifications.
- The inspector spoke with staff and children at appropriate times during the inspection.

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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