

Inspection of Peques Anglo-Spanish Nursery Schools

St. John's Church Hall, North End Road, London SW6 1PB

Inspection date: 8 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

This setting provides children with a happy and safe learning environment. A gentle and gradual settling-in process enables children to form strong relationships with key people. This creates a smooth transition where children show confidence in their environment. Staff have high expectations of children. Even the youngest children are supported to feed themselves independently. Older children confidently serve their own meals from trays and remind each other to use good table manners. Children behave well. They understand the rules and boundaries of the setting and adhere to them. For example, when children hear the bell sound for tidy-up time, they immediately begin helping to clear away resources.

Staff within the setting implement a curriculum which offers challenge to all. Children are independent in selecting learning opportunities and show high levels of engagement with experiences offered. Provision for children with special education needs and/or disabilities (SEND) is good. Children with SEND make good progress from their starting points and are supported to engage in the full range of learning opportunities available. Staff work in partnership with other agencies to ensure that the environment is inclusive for all children. For example, the installation of sound boards reduces the echo for children with hearing impairments.

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

- Leaders and managers have ambitious plans for the nursery. They are extremely passionate about providing a high quality of teaching. Managers support staff with regular meetings. Staff are encouraged to undertake training that will benefit their roles and personal development. A well-being officer allows somewhere for staff to seek support if needed.
- Staff have a strong understanding of how to observe and plan for children's next steps. This is implemented well across the whole setting and, as a result, children make good progress from their starting points and are ready for the next stage of their learning.
- Staff understand how to support children's early communication and language skills. Staff who work with younger children use repetition in both Spanish and English to familiarise children with key words. Songs and stories with puppets help children to build their vocabulary.
- Older children's vocabulary is promoted through interactive story times that encourage children to use their imagination and make predictions for what might happen next. However, during activities, some staff do not make the most of opportunities to engage in meaningful conversations with children. Closed rather than open questioning mean children are not challenged to use their widening vocabulary to express their ideas and opinions.

- Transition times support learning well across most of the setting, but do not support all children's needs. Sometimes, younger children become restless when left waiting too long for the next activity or experience to start.
- The setting runs several projects that enable children from all backgrounds to experience opportunities that may not be available to them otherwise. Children help to care for pet fish and tortoises. This teaches them about life cycles and caring for living creatures. There is an allotment and planting area in the garden which teaches children about where food comes from. A pop-up library allows children to have wider access to a range of different books and reading materials.
- The promotion of diversity and inclusion are embedded within the setting. Celebrations of different cultural events take place throughout the year. Children learn about their similarities and differences to others. They are taught to respect each other and value one another's opinions, developing self-esteem. Children begin to understand the concept of democracy by voting on matters such as which vegetables they would like to grow.
- Children are well supported to develop healthy lifestyles. The kitchen supervisor is extremely passionate about providing children with nutritional balanced meals. During periods when the nursery was closed due to the COVID-19 pandemic, the kitchen supervisor provided videos for families at home. These videos encouraged families to cook along with him, making a variety of foods, from bread to curries.
- Partnership with parents is strong. Parents report being happy with communication. The setting listens to feedback given in questionnaires by implementing appropriate changes. Children's progress is shared regularly with parents.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding knowledge within the setting is extremely robust. Since the previous inspection, leaders and managers have ensured that safeguarding training has been a priority. Staff are extremely clear about the different types of abuse and the reporting procedures. All staff have a clear understanding of radicalisation, and female genital mutilation. They are alert to the signs that indicate children and families may be vulnerable to these. Staff understand the procedures to follow if an allegation is made against a member of staff.

What does the setting need to do to improve?

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

- improve how transition times for younger children are arranged to support children's needs

- ensure all staff understand how to provide quality interactions that support children's language and communication development.

Setting details

Unique reference number	EY260137
Local authority	Hammersmith & Fulham
Inspection number	10123280
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	70
Number of children on roll	47
Name of registered person	Peques Leisure Limited
Registered person unique reference number	RP527555
Telephone number	020 7385 0055
Date of previous inspection	21 August 2019

Information about this early years setting

Peques Anglo-Spanish Nursery School registered in 2003. It is situated in the upper rooms of St. John's Church in Fulham, in the London Borough of Hammersmith and Fulham. The nursery opens from 8am to 6pm, Monday to Friday, for 50 weeks of the year. The nursery provides education in English, Spanish and Mandarin. It receives funding to provide free early education for children aged two, three and four years. The provider employs 11 members of staff, all of whom hold relevant childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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