

# Inspection of Bryanstone Nursery@marble Arch

Church Of The Annunciation, Bryanston Street, London, Middlesex W1H 7AH

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Inspection date: 5 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children spend their day exploring different activities that are fun and challenging. Staff in this well-organised nursery provide a calm environment, where children can apply themselves fully to their learning. Children visit parks and gardens in the vicinity of the nursery to enjoy outdoor play and learn about the natural world. Staff teach children how to stay safe and cross the road when they go on these daily trips. Children enjoy playing with their friends outside, where they can extend their physical skills.

Staff create multiple learning opportunities that appeal to different children. For instance, when children learn about life cycles, they await the imminent hatching of duck eggs, visit the ducks at a local park and make collages of paint, feathers and other materials. This helps children to learn about topics in a way best suited to their individual style of learning.

Staff have high expectations for children. For example, children visit a local gallery and learn about art and artists. Children create their own artworks, which are proudly displayed in the gallery area. This promotes children's artistic skills, builds their confidence and encourages them to have a positive 'can-do' attitude. Children have fun, make friends, behave well and enjoy their time at nursery. They learn the skills which they need for the next stage in their learning, including starting school.

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

- Staff use the information they gather when children first start to ensure that they settle well. Staff observe children as they play to determine their interests and next steps in learning. They use this information to plan exciting and interesting activities that support children to make good progress in their learning.
- Staff in the baby room ensure that babies receive plenty of cuddles and gentle tactile care. Leaders make sure that babies' care needs are met by familiar members of staff. This supports strong attachments between babies and their key person.
- Staff include even the youngest babies in activities alongside their older peers. Babies in bouncer chairs sit and watch, wide-eyed with wonder, as older friends paint with bright colours at an easel. This supports children's sense of belonging in the group and stimulates their senses throughout the day.
- Leaders have implemented a communication programme across the nursery which helps staff to identify and address concerns about children's early language development. Staff put plans in place at the earliest possible opportunity to boost individual children's comprehension and speech. However,

some less-experienced staff have not had additional training to ensure that they have the skills to deliver these plans effectively.

- Children behave well throughout the day and play well with their friends. Staff include all children, including those with special educational needs and/or disabilities (SEND), in all activities. However, staff do not consistently encourage children to take responsibility for the toys they play with. For example, children are not expected to tidy up after themselves.
- Staff are familiar with the routines, dietary requirements and interests of all the children in their care. Parents say that they are very pleased with the communication from the nursery. Parents and staff regularly discuss children's progress and what they need to learn next. This helps to promote continuity for children's learning.
- The nursery chef provides children with healthy, nutritious meals from a carefully considered pre-planned menu that caters for children's allergies and preferences. Staff patiently support the youngest children to learn to use spoons, while older children are helped to manage a fork and knife. Children develop their independence and enjoy sociable mealtimes.
- Parents are very pleased with the nursery, and they say that their children are happy, learning a lot and making friends. Parents of children with SEND are extremely satisfied with the nursery and how staff engage with external agencies to secure additional support.
- Staff express a high level of satisfaction in their roles. They say that they get opportunities to discuss their well-being and professional practice with nursery leaders. Overall, leaders provide a comprehensive training programme and regular supervision sessions to drive improvement across the whole nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about child protection and safeguarding issues. Staff receive regular updates and further training to ensure that their knowledge and understanding of safeguarding is maintained. Staff are confident about the whistle-blowing procedures. They know who to report to if they have any concerns about a child's welfare, or if an allegation is made against a member of staff. Leaders have procedures in place to check that staff are suitable to work with children. They make sure that the premises are maintained to a very high standard through regular risk assessments, scrupulous food hygiene standards and overall cleanliness. This promotes the good health and welfare of children, and the adults who care for them.

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

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

- support all staff to ensure that they have the skills and confidence required to implement children's individual communication and language plans
- help children to take responsibility for their toys and the environment, such as by encouraging them to tidy up when they finish playing.

## Setting details

<b>Unique reference number</b>	2497158
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10191543
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	125
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Bryanstone Nursery @ Marble Arch Limited
<b>Registered person unique reference number</b>	2497157
<b>Telephone number</b>	07710036907
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bryanstone Nursery@marble Arch registered in 2018. It is located in the London Borough of Westminster. The nursery operates from 7am to 7pm, on weekdays, for 51 weeks of the year. The nursery employs 23 members of staff. Of these 17 hold a relevant qualification at level 3 or above. Two members of staff are qualified at level 2 and four are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trina Lynskey

## 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 led a learning walk, and held discussions with the inspector about the curriculum and ethos of the setting.
- The manager and the inspector jointly observed and evaluated a pre-planned adult-led activity.
- The inspector spoke with parents and took account of their views about their experiences of the setting.
- The inspector observed children at play throughout the nursery indoors and outdoors, including a trip to a local park.
- Children spoke to the inspector during the inspection, and the inspector spoke to staff and managers about a range of issues.
- The inspector sampled documentation relating to the suitability of those working with children, such as their qualifications, first-aid qualifications and Disclosure and Barring Service checks.

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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