

# Inspection of Osterley Park Day Nursery

Friends Meeting House, Quakers Lane, ISLEWORTH, Middlesex TW7 5AZ

---

Inspection date: 6 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	Outstanding

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

### The provision is good

Children happily enter the nursery. They settle quickly and receive positive interactions from caring staff. Children wave goodbye to their parents and show excitement as they join their friends. Babies are content and feel safe. They confidently explore their surroundings with staff who know them well.

Children experience an exciting curriculum. Staff carefully plan and consider children's interests and individual needs. Children are happy to take part in a range of interesting activities, indoors and outside. Staff have high expectations for children, and help them to learn new skills and knowledge. They are committed to providing high-quality learning opportunities outdoors that foster children's curiosity, healthy habits and a love for nature. Children show delight when planting seeds, vegetables and flower bulbs. They comment on how they are going to nurture them, so that they grow.

Overall, children develop good communication skills. Children are polite, well mannered and are sociable. They negotiate with each other, and learn how to cooperatively take turns and share resources. Children of all ages learn about emotions and feelings, such as through stories and rhymes. They are supported to express themselves in an appropriate way.

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

- Managers regularly reflect on practice and evaluate the nursery to develop and improve children's experiences. The manager monitors staff's practice well. She has a clear and well-thought-out plan for development across the nursery. Managers understand the setting's strengths and areas that it needs to improve. All staff have access to training to build on their teaching skills.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Staff have plans in place for children who require additional support to ensure that they make progress in their learning. However, staff do not provide children who speak English as an additional language with consistent opportunities to hear their home language when they play.
- Staff have effective partnerships with parents and know children well. They share information with parents about their children's development. Staff support families to encourage their children's learning at home.
- Overall, children of all ages communicate well. Staff model age-appropriate language to children. Children show delight in communicating with each other. For example, older children discuss what a sunflower seed looks like. They recall events from last year and share problem-solving ideas about how tall their sunflower will grow.
- Staff know what they want children to learn. Children, including those with

SEND, make good progress from their starting points in learning. However, staff plan some experiences for younger children which do not stretch and challenge their learning further.

- Children have opportunities to develop their early independence skills. They carefully choose which activities they will take part in during the day. Children show an age-appropriate responsibility of helping prepare the table at mealtimes and wash up after themselves after they have eaten.
- Children demonstrate positive attitudes. They are highly motivated and eager to join in with activities. Children show mutual respect to each other. For example, they say please and thank you, and offer toys to their friends.
- Staff are confident and share meaningful conversations with children to build on their learning. They use mealtimes to reflect on the differences between each other. For example, older children discuss the differences between different hairstyles. Babies and toddlers watch excitedly as snacks are prepared in front of them. They are encouraged to use new words to describe what they are eating.
- Children of all ages show a keen interest in stories and songs. Staff develop children's attention and recall, such as through a story and song of the week. This helps children to build on their early literacy skills.
- Children behave very well. Staff support children to manage their own feelings and behaviours, and teach them how to relate to others. They take appropriate action to assist children who require support to manage their emotions effectively.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand the importance of safeguarding. They can identify how to recognise the signs and symptoms of abuse. Managers ensure that all staff have regular and up-to-date training in safeguarding and child protection. Staff understand their responsibility in reporting concerns, and know to make referrals to relevant agencies. Children's welfare is protected. The nursery is safe and secure. Managers have effective systems in place to check the ongoing suitability of staff working with children. Staff are deployed effectively across the nursery.

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

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

- extend opportunities for children who speak English as an additional language to use their home language when they play
- strengthen staff's skills in enhancing activities to stretch and challenge children's learning further.

## Setting details

<b>Unique reference number</b>	116199
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10138025
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Heather, Dawn Sian
<b>Registered person unique reference number</b>	RP511717
<b>Telephone number</b>	0208 847 4042
<b>Date of previous inspection</b>	30 July 2015

## Information about this early years setting

Osterley Park Day Nursery registered in 1984 and is located in Isleworth in the London Borough of Hounslow. The nursery opens for 51 weeks of the year from 8am to 6pm, Mondays to Friday. It provides funded early education for children aged two, three and four years. The nursery employs eight members of staff. Of these, seven staff, including the manager, hold appropriate early years qualifications at level 2 or 3.

## Information about this inspection

### Inspector

Jenna O'Sullivan

## 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 deputy manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their news of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to/communicated with the inspector during the inspection.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022