

# Inspection of Lloyd Williamson Schools Foundation Nursery

Lloyd Williamson Schools, 12 Telford Road, LONDON W10 5SH

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Inspection date: 20 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 are happy and thrive in this stimulating and welcoming environment. Staff are friendly and caring. They form secure attachments with children, which helps children feel safe and valued. Children settle in well and develop confidence to explore the many interesting activities and resources the setting has to offer. All children are curious and demonstrate a positive attitude to their learning. Babies move around low-level furniture. They are excited to play with musical instruments, hearing the different sounds they make. Toddlers take turns and play games with cars. They roll them and say whose is the fastest and consider whose has travelled further. Older children experiment touching and feeling different sensory resources, such as sand, water, jelly and cereal. They discuss the different textures as being 'cold', 'wet', 'dry' and 'sticky'. They experiment by adding them together and seeing how they change.

Children behave very well. Staff are positive role models and have high expectations of children's behaviour. They show respect and listen to what children say. They provide gentle reminders and explanations to help children learn about rules and boundaries. Children show respect for others, encouraging their friends to join in and take turns. They build strong friendships and look forward to playing with one another. Children have plenty of opportunities to develop their language and learn new words. They listen to stories and sing familiar songs. This helps all children to make good progress in their language development.

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

- Children confidently develop their independence and self-care skills. They independently select toys they want to play with and take the lead in this. Staff teach children how to use cutlery safely at mealtimes and explain why it is important to cover our mouths when coughing. Children wash their hands independently and discuss why this is important to 'keep the germs away'.
- Staff observe and monitor children's progress. They provide exciting activities based on children's interests, what they know and what they need to learn next. The manager has a well-thought-out curriculum, overall. Staff sequence children's learning, quickly identifying any potential gaps, and put in place appropriate support. However, staff do not always take the opportunity to challenge the most able children further, to raise their achievements even more.
- Staff help children to manage their emotions by talking to them and encouraging them to think about their feelings for others. Children say that they feel happy at nursery but get sad when their friends do not play with them. Staff reassure children that it is acceptable to be happy and sad and that it is important to talk about how they are feeling.
- Children are energetic and motivated to learn. Younger children enjoy looking at

books. They point to familiar objects and make sounds. Older children work together to build a tower out of blocks and discuss how high it should be. When the tower falls over, they work together to rebuild it and recall and count how many bricks they have used. Children experiment with water and flour by adding them together and comment that the flour 'was dry and is now sticky and wet'.

- Staff provide opportunities for children to strengthen the small muscles in their hands. Children play with play dough, squashing, pinching and rolling this using their hands. They use tongs and spoons to serve themselves at lunchtime and use sieves and moulds in the sand. However, staff do not always recognise how they can build on this and develop children's early writing skills.
- Staff interact warmly during care routines, such as snack time and nappy changes. Children look forward to and enjoy the healthy meals and snacks provided. Lunchtime is a sociable occasion when children and staff talk, and staff teach children about healthy eating.
- Managers and leaders support children with special educational needs and or/disabilities and those who speak English as an additional language. They work effectively with other professionals and use strategies recommended for them to support these children. This ensures that every child makes good progress.
- Parents talk positively about the setting. The manager listens to parents' feedback. For example, parents asked for a variety of foods and more healthier options to be offered on the menu. Managers and leaders listened and implemented this quickly. Parents appreciate the weekly newsletter and say that this helps them support their children in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Daily risk assessments are carried out before the children arrive and the provision is clean and safe. Leaders and staff have a good knowledge of safeguarding and child protection issues. All staff complete safeguarding training. Leaders and staff have a clear understanding of what to do if an allegation is made against them or a member of staff. Staff closely supervise children and provide a secure environment to ensure children remain safe. The provider uses thorough procedures and checks to ensure that staff are suitable to work with children.

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

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

- support staff to build on and provide further challenge to extend children's learning
- provide more opportunities for all children to develop and practise their early writing skills.

## Setting details

<b>Unique reference number</b>	2633248
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10230128
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	The Lloyd Williamson Schools Foundation CIO
<b>Registered person unique reference number</b>	2633246
<b>Telephone number</b>	02089620345
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lloyd Williamson Schools Foundation Nursery registered in May 2021. The nursery operates each weekday from 7.30am to 6pm, all year round except for bank holidays. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs eight members of staff who work directly with the children. Of these, seven hold appropriate childcare qualifications ranging from level 3 to qualified teacher status.

## Information about this inspection

**Inspector**  
Nelam Pooni

## 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 the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector held discussions with leaders, managers and staff throughout the day.
- The inspector observed children at play throughout the nursery.
- The manager carried out a joint observation with the inspector. They looked at how well staff teach and what they want the children to learn.
- The inspector spoke with parents and gathered their views about their experiences of the nursery.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first-aid certificates 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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