

Inspection of Blue Iris Day Nursery

Whitton Baptist Church, 29 Hounslow Road, TWICKENHAM TW2 7BZ

Inspection date: 13 July 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and content at the nursery. They learn to keep safe. For example, they understand and remind each other to have 'walking feet' instead of 'running feet' indoors. Children show a good level of independence throughout the day. For example, they know when it is time to wash their hands and they proudly do so by themselves. Children naturally develop an understanding of good hygiene practices. They are active and truly enjoy a range of activities outdoors. Children test their physical abilities, including on scooters and balancing beams.

Children have positive attitudes towards learning because staff have high expectations of them. Staff encourage children to follow the nursery routines and participate in group activities. Children show a good level of concentration when completing tasks and activities. They confidently express their needs and hold discussions with their friends and staff. This shows children develop good communication and language skills. Children with special educational needs and/or disabilities and those who are learning English as an additional language receive the right level of support to develop skills for the next stage in learning. All children make good progress considering their starting points. They understand the need to interact with their friends positively and learn to behave well.

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

- The provider, who is also the manager, has worked hard to meet the actions set at the last inspection. She recruited a new staff team, including the deputy manager, and together they made necessary changes to benefit children.
- The manager follows safer recruitment procedures to ensure only suitable staff work with children. All staff have sufficient understanding and use of English to ensure children develop good language skills and to protect children's welfare.
- All staff know children well and plan for their learning successfully. They carry out regular assessments of children's learning and share these with parents. Staff regularly communicate with parents about children's care and learning. This helps to provide consistency in their development.
- The manager and staff are skilled enough to identify when children's progress is less than expected. They adapt the curriculum effectively to meet individual children's needs. The manager and staff work collaboratively with other professionals to help children make progress in their learning and development.
- Staff model language well. They hold meaningful conversations with children and introduce new vocabulary to build on children's communication and language development. Children of all abilities have opportunities to hear and develop new language.
- Staff are skilled and set up activities based on children's interests to build on their learning. Children learn to count in sequence during play. In addition, they

match the range of objects to shapes they see in the environment. For example, they recognise that a slice of bloomer bread looks oval in shape.

- Children perform tasks and activities that help them develop small-muscle movements. For example, staff encourage children to open and close their containers during mealtimes. In addition, children enjoy making marks with chalks as they play outside.
- Children learn how to keep safe during hot weather. They drink lots of water to stay hydrated and put their sun hats on without any reminder.
- Staff use many keywords in children's home languages as they play, to support their understanding and help them develop good communication skills in English.
- The manager and staff listen to children's voices. For example, they seek their views and follow their choices in preparation for the end-of-term party. Children show excitement and happily name what they wish to have at the party, including a cake, music and balloons.
- Children enjoy learning and exploration. For example, they measure ingredients and make their own play dough. However, occasionally staff do not provide sufficient time for children to explore activities to their satisfaction, before moving on to the next activity.
- Staff teach children how to be kind and caring towards one another and respect each other's differences. They remind them to share with their friends. However, there are occasions, for example during planned activities, when staff are not clear about what they expect from children. As a result, children throw resources around or leave the activity sooner than anticipated.

Safeguarding

The arrangements for safeguarding are effective.

All staff have received training and fully understand their roles and responsibilities to safeguard children, including how to protect them against radical and extremist views and behaviours. They understand how to raise concerns about children's welfare in line with the local safeguarding procedures. Staff carry out robust risk assessments to identify hazards and take action to keep children safe. The manager is fully aware of the correct process to notify Ofsted of significant events. She carries out regular supervision sessions and monitoring to ensure 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:

- review and improve the current organisation of routines to maximise children's learning
- adopt a consistent approach and guidance to children during planned activities to help them understand what is expected of them.

Setting details

Unique reference number	2618056
Local authority	Richmond Upon Thames
Inspection number	10230746
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	2 to 4
Total number of places	25
Number of children on roll	18
Name of registered person	Blue Iris Day Nursery Ltd
Registered person unique reference number	2558030
Telephone number	07305730195
Date of previous inspection	10 February 2022

Information about this early years setting

Blue Iris Day Nursery registered in 2020 and is located in the London Borough of Richmond upon Thames. The setting is open from 8am to 4pm, Monday to Friday, up to 45 weeks a year. There are four members of staff, including the provider. The provider holds early years professional status. The other three staff members hold childcare qualifications at level 2 and level 3. The setting receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed the learning walk together and discussed the early years curriculum.
- Parents spoke to the inspector and shared their views about the setting.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector reviewed some documents relevant to the inspection process.
- The manager and the inspector observed and evaluated planned activities together.
- The inspector held a meeting with the manager.

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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