

Inspection of All Saints Nursery

3 Eskdale Avenue, Northolt, Middlesex UB5 5DJ

Inspection date:

27 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settle well into the nursery routine. They are greeted warmly by staff, who take time to speak to parents when children arrive in the morning. This ensures that the transition between home and the nursery is easy for children. Staff are very sensitive and able to respond to children's needs swiftly. They follow children's individual schedules and ensure that the routine activities, such as nappy changes, are completed in a respectful manner. Staff speak to children politely and give them reassurance and comfort, when it is needed. This helps children to feel safe and secure within the nursery environment.

Current arrangements for organising key persons during staff absence are not fully effective. Some staff do not know children well enough to plan and provide activities according to the stages of their development and interests to ensure their learning is maximised. This, at times, inhibits children from making the amount of progress they are capable of. While the current key-person system requires improvement, all staff take responsibility to ensure that children are kept safe. This limits the impact on children's welfare.

Children behave well and share space and resources happily. Children know what is expected of them and follow the rules, such as helping to tidy-up toys after activities. Staff are good role models of respectful and kind behaviour in the setting.

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

- Leaders design an ambitious curriculum based on children's interests and what they need to learn next. However, there are inconsistencies in how well staff implement the curriculum, especially in relation to children's communication and language.
- Children display positive attitudes towards learning as they explore the resources. Children take interest in some activities set up for them. For example, children enjoy exploring bubbles. However, at times, they soon lose their interest. This is because staff ask closed questions and do not give enough time to children to think of their response.
- Although staff demonstrate an understanding of the learning needs of children in their care, they do not provide consistent teaching to support identified learning intentions effectively. For example, staff speak about children's interest in getting to know the physical environment around them. Yet, they carry them for extended periods during the day. This impacts on children's experiences, and their learning is not always maximised.
- Leaders evaluate the nursery practice and are aware of inconsistencies in staff teaching. However, they do not do enough to provide staff with focused

professional development. This does not help staff to enhance their teaching skills and interactions with children, to consistently good or better levels.

- Staff are attentive and spend time with children as they play. They have high levels of enthusiasm while engaging with children. They sing familiar songs and introduce some new words. Some staff use children's home language and help them to become more confident talkers.
- Children have many opportunities to practise and strengthen their small muscles. For example, children explore a range of textures, such as flour, peas and pasta, during an adult-led sensory activity. Children practise pouring and emptying while exploring with sand and water. They also make marks with chalk on the black board.
- Staff encourage tummy time for the youngest babies. They support children's good health by ensuring they have plenty of time outside in the fresh air. They encourage children to follow good hygiene routines, such as washing hands after play in a garden and before mealtimes.
- Staff help children to acquire some self-care skills. For example, children are encouraged to feed themselves during meals. Some children help to set up the table for lunch and clean after. This helps them to gain a sense of responsibility.
- Parents speak positively about the nursery. They say that staff are caring and welcoming. They feel informed about their children's experiences and comment on children settling in easily. They praise staff for preparing children for transition to the Main Hall, after children's second birthday.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of safeguarding. They have a secure understanding of child protection and current legislation, such as the 'Prevent' duty. Staff can identify the signs of abuse and know the procedure to follow to report concerns about children's welfare. The manager follows appropriate recruitment and vetting procedures to ensure that staff working with children are suitable. Staff carry out daily risk assessments to help keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve arrangements for organising key persons during staff absence, so that staff plan and provide activities according to children's individual needs and stages of development and ensure their learning is maximised	27/11/2022
provide focused professional development to help staff enhance their teaching skills and interactions with children, so that they are consistently good or better.	27/11/2022

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

- ensure the consistent implementation of the curriculum for communication and language by building on staff awareness of strategies to support children's development in this area of learning.

Setting details

Unique reference number	EY557078
Local authority	Ealing
Inspection number	10174829
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 2
Total number of places	12
Number of children on roll	14
Name of registered person	St Richards Nursery Limited
Registered person unique reference number	RP908195
Telephone number	07712589817
Date of previous inspection	Not applicable

Information about this early years setting

All Saints Nursery registered in 2018. It is located in Northolt, in the London Borough of Ealing. The nursery is open Monday to Friday, from 8am to 6pm, all year round. The provider employs six members of staff, including a manager. Five members of staff hold relevant qualifications at level 2 to 5.

Information about this inspection

Inspector
Agnes Wink

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 manager and has taken that into account in their evaluation of the setting.
- The inspector observed children indoors and outdoors to assess the levels of engagement for children's learning.
- The inspector conducted a learning walk with the manager to discuss the setting's curriculum.
- A joint observation was completed with a manager to find out how staff are monitored and supported in their professional development.
- Relevant documentation was checked and discussed, such as Disclosure and Barring Service checks, first-aid training certificates and staff suitability checks.
- Parents' views were obtained.

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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