

Inspection of Destiny Helpers Nursery

Ealing Christian Centre, 266-268 Northfield Avenue, London, Middlesex W5 4UB

Inspection date: 10 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children's well-being and learning are fostered in this small and nurturing environment. They are greeted warmly at the gate each morning and are so happy to come to nursery. Children are excited to meet their key person and friends. They say 'hello' with hugs and smiles as they begin their day. Children feel valued and can make choices about which healthy fruit or vegetable they would like for their snack. They choose the rhymes and songs that they would like to sing. Lunchtime is extremely well managed as children sit together and eat a hot and nutritious meal. Staff pay good attention to promoting children's health and well-being.

Children are very confident communicators and can express themselves clearly. They engage in regular dialogue with their friends and ask for help politely. Children are excited and motivated to learn. For instance, they jump up and down as they add food colouring to their own play dough mixture and watch the colour change. Children have a clear understanding of boundaries and treat each other with respect and kindness. This is demonstrated as they pass a bowl to their friends so that they can join and listen to each other perform their favourite songs.

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

- Children listen and respond to instructions well. Staff encourage them to be independent. For example, children serve themselves strawberries for snack time, put on their own shoes to go in the garden and select resources which they would like to use.
- Children have their own ideas and the freedom to create and explore. They use large bricks to build castles and bridges. Children adjust their designs and work cooperatively with their friends.
- Staff embed early mathematical concepts with children. They encourage children to count scoops of flour accurately, sing counting songs and know how many beads they have threaded.
- Staff place singing at the heart of the setting. Children learn new songs quickly and share these with their families at home. They all join in confidently when singing songs about the months of the year and days of the week.
- The curriculum is focused on building children's confidence and celebrating what makes them unique. Children share their home languages in the setting. They are proud to eat their favourite foods which they eat at home on 'taste of culture' day.
- Children feel valued and supported. They talk freely about their home lives, bring in photos of their families to share and look at special photo books in the book corner. Children learn each other's names and sing 'good morning' to their friends each day.
- Children demonstrate good attention and concentration. They enjoy their

learning and develop skills to share, take turns and listen as they wait for ingredients to make their play dough. Children have good attitudes towards their learning. They are motivated as they decide to wash their dolls and name body parts as they scrub their ears, toes and hands.

- Staff have high expectations of children's behaviour. They embed their boundaries through visual clues, encouraging 'good listening' and 'kind hands'. Staff talk about these expectations throughout the day.
- Staff have regular meetings and there is an effective key-person system. They discuss their observations of children's learning and plan themes and ideas based on children's interests and next steps in learning. For example, to support children's personal development during times of transition, they read stories and involve children in activities about emotions.
- Staff work closely with outside agencies. They ensure that targets are met and strategies are put in place. Staff work on building children's vocabulary, from using single words to speaking in full sentences.
- Staff have benefited from recent training around supporting children with special educational needs and/or disabilities. This helps them to have the skills to identify children's needs, support them to make progress and monitor their learning.
- Staff feel supported by their manager. They receive feedback and guidance through regular meetings. Although peer observations take place and staff are reflective, their practice is not consistently monitored to extend the quality of interactions and education even further.
- Partnerships with parents are strong and children settle well with support from the nursery team. Parents feel involved and updated about what their child is learning through regular meetings, daily messages and photos. They report positively about the nursery and say that their children love to attend.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their duty to protect children. The manager ensures that they understand their responsibilities and have secure knowledge. Staff have experience of identifying and reporting concerns following a robust procedure. Recent advanced training enables the manager to keep the team up to date. Staff assess risks carefully and have effective systems in place to ensure that children are safe during their nursery day.

What does the setting need to do to improve?

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

- strengthen systems to monitor staff's practice and interactions to raise the quality of education to a higher level.

Setting details

Unique reference number	EY559323
Local authority	Ealing
Inspection number	10190734
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 3
Total number of places	12
Number of children on roll	11
Name of registered person	Destiny Helpers Nursery Limited
Registered person unique reference number	RP559322
Telephone number	07932029663
Date of previous inspection	Not applicable

Information about this early years setting

Destiny Helpers Nursery registered in 2018. It operates from a Christian centre in Northfields, in the London Borough of Ealing. The nursery is open during most of the year, from 8am to 6pm on Monday, Tuesday, Thursday and Friday, and from 9am to 6pm on Wednesday, apart from bank holidays and for a week at Easter and Christmas. There are four staff, including the manager, who hold a relevant qualification at level 6. Staff all hold relevant childcare qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sara Vincent

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022