

Inspection of The Pentecostal City Mission Church (willesden) Committee

6 Craven Park, London NW10 8SY

Inspection date: 15 August 2022

Overall effectiveness	Good
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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 arrive at this welcoming nursery smiling. They confidently say goodbye to their parents. Staff are attentive and nurturing, and are good role models. They have high expectations for children's behaviour. Children show that they are happy and relaxed, and they behave exceptionally well. They take turns, show respect for each other's ideas and play beautifully together.

Children easily access resources and move around freely. Staff have a good understanding of what they want children to learn and achieve. Before each new child starts at the nursery, staff find out what experiences they have already had. They then use this information to plan a varied curriculum. Children become deeply engaged in their chosen play. For example, they explore the outdoor water tray and discover that they can use straws to make bubbles in the soapy water. Children have wonderful opportunities to enjoy fresh air and exercise in the nursery garden. They are highly motivated and develop good physical skills through a range of stimulating experiences. For example, they pedal around in ride-on cars. All children make progress from their starting points in learning.

Staff kept in close contact with families during the COVID-19 pandemic, which helped to support children's learning and well-being. For example, they held weekly online calls, where they read stories and sang songs.

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

- Staff understand the importance of children being able to communicate effectively. They model and repeat words, sing action songs and read stories to promote children's development. For example, staff introduce the word 'porcupine' as children happily choose books to read with them. Children delight as they try to copy the words.
- Staff offer a narrative as children play. They weave in some additional learning, for example positional language, such as 'up' and 'down'. However, occasionally, staff do not teach mathematics as well as they could. For example, staff do not consistently build on children's interest in mathematics by using further mathematical language or introducing counting into children's play.
- Staff plan a well-sequenced curriculum. For example, children take part in activities to develop the small muscles in their hands in preparation for future writing. They make marks with chalk on the chalkboard. Staff introduce the sounds that letters make, contributing to children's early literacy skills.
- Children develop a positive attitude towards the benefits of a healthy lifestyle. For example, as children search for play foods in the role-play area, staff talk about which foods are good for them. Staff have good hygiene practices, such as wearing aprons and gloves to change nappies and to prepare food.

- Partnerships with parents are strong. The manager and staff communicate daily with parents verbally and via an online application. They regularly share photographs of children's achievements, and information about their child's learning and development. Parents are very complimentary about the nursery.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Staff work closely with parents and external professionals. This targeted approach ensures that children with SEND make progress.
- Children develop good independence and self-care skills. They help to clean the tables after snack and lunchtime, and wash their hands before eating. Even the youngest children know to put their own paper towels in the bin after drying their hands.
- Children respect one another, learn to play amicably and build friendships. Staff talk to them a lot about sharing and taking turns, and children respond well. Children listen to instructions and help their friends. For example, they take their friends' water bottles outside for them.
- Staff know children well. They are positive role models and show interest in what children choose to do. Staff respond to children's emotional needs and get fully involved in their play. Children are happy, confident, feel safe and have good self-esteem. They have strong attachments to their key persons.
- Leaders support staff effectively through supervision meetings and observations of their practice. They value staff and give a high priority to staff's well-being. However, leaders have not yet fully established an effective programme of wider professional development for all staff to raise the standard of their teaching to the highest level.
- The manager, deputy manager and staff work well together as a team. They are dedicated and genuinely care about the children and providing them with the best start in life.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a broad knowledge of child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare. There are thorough and safe recruitment procedures in place to check staff's suitability to work with children. The designated safeguarding lead demonstrates a secure knowledge of matters which must be notified to Ofsted. Staff are required to complete a range of mandatory training, such as first aid and food hygiene. The premises are safe and secure so that children cannot leave unsupervised. Any unauthorised visitors to the setting cannot gain entry. Staff are vigilant in following procedures when children are absent, and they monitor children's attendance closely. They practise fire-evacuation drills regularly.

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 maximise opportunities to extend children's mathematics skills during activities
- enhance the programme of professional development, to raise staff's practice to a higher level.

Setting details

Unique reference number	2518651
Local authority	Brent
Inspection number	10207972
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	45
Number of children on roll	4
Name of registered person	The Pentecostal City Mission Church (Willesden) Committee
Registered person unique reference number	RP532130
Telephone number	02089600838
Date of previous inspection	Not applicable

Information about this early years setting

The Pentecostal City Mission Church (willesden) Committee registered in 2019. It is situated in the Brent area of London. The nursery employs five members of childcare staff, including the manager, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. The manager holds early years professional status. The nursery is open all year round, from 8am to 6pm, Monday to Friday, apart from bank holidays and a week at Christmas. It provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 inspector observed the interactions between staff and children.
- The deputy manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The deputy 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.

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