

# Inspection of Aston Pierpoint

34 Priory Road, Hampton, Middlesex TW12 2PD

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Inspection date: 24 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well in this welcoming setting. Despite a newly formed team, children form strong relationships with their key person and other staff within the rooms. As a result, children feel safe and secure in their surroundings. At times, younger children become unsettled. However, staff swiftly 'check-in' with them to help calm them and understand why they feel this way. Staff have high expectations for what children can learn. They build on children's experiences outside of the setting to further enhance their skills. For example, pre-school children have recently visited a number of London landmarks with their families. Staff use effective questions and visual aids to support children as they build their own version of the 'Tower Bridge'. Children confidently use their bodies to demonstrate the angles they need to achieve to make the shape of the bridge.

Staff support children well in managing their behaviour. There are clear 'Rainbow Rules' within each room. Staff role model these behaviours and gently remind children of the expectations as needed. As such, children behave well and are respectful of the boundaries and rules set out to them.

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

- The new leadership team has made significant developments since the last inspection. The team has a sound understanding of the strengths and development areas within the setting. A 'development road map' is in place and continues to be used effectively to drive improvement.
- Leaders and staff develop a curriculum that is ambitious and supports children's interests. All staff know how to use children's interests to engage them in purposeful activities, particularly around communication and language. For example, toddlers enjoy the story of 'The Gingerbread Man'. Staff use props to encourage toddlers to recall animal names and sounds. In addition, some toddlers can recall and repeat elements of the story.
- Babies enjoy exploring textures, using their small-muscle movements to pick up and push flour around on a table top. Staff role model actions that encourage children to use their muscles in different ways. Older children explore their larger muscles as they run and climb safely through the setting's 'Tree House' area and 'Pirate Ship'.
- Children demonstrate a positive attitude towards their learning. They keep trying continuously when they experience challenges in their play. For instance, older children are not always successful in their use of a skipping rope. Yet, they provide each other and some younger children with reassurance and new ideas that enable them to keep trying. They comment 'slow down' and 'put it lower' to work out the solution to being able to skip over the rope.
- Staff support older children's independence skills consistently well. Children are

able to serve themselves at mealtimes. They make choices about what to have on their plate and how much they would like to eat. Staff skilfully encourage children to try new foods. Staff consider children's preference for when they would like to eat, by providing a rolling lunchtime that allows children to choose when to sit down for their meal. Children with allergies are effectively catered for throughout the setting. However, in some instances, children who are 'potty training' are not always able to access toilet facilities or reminded to use them often enough.

- Leaders provide staff with tailored support that is bespoke to their previous experience and professional development needs. They offer a range of training and support sessions alongside regular observation and role modelling of practice. As a result, staff are continuously developing the skills they need to meet children's learning and development needs.
- Parents speak highly of the setting. They value the improvements made in communication and feel more involved in the setting as a result. Parents receive regular updates on their children's progress and staff share tips to enable parents to follow up on activities from the setting at home. There is scope however, to build further on information sought from parents at the start of each session about how children have been since they were last in the setting.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders create a positive safeguarding culture where staff feel confident to recognise and report concerns regarding children's welfare. Robust procedures are displayed in all rooms and all staff have a secure understanding of said procedures. This includes broader safeguarding concerns such as The 'prevent duty'. Leaders follow strict procedures for the safe recruitment of staff. This ensure all employees are suitable to work with children. Effective use of risk assessments ensures children's safety and well-being.

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

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

- consider even more opportunities to offer use of the toilet to children who are currently developing this skill
- make further use of interactions with parents to gain as much information as possible at the start of the session to help inform each child's day at the setting.

## Setting details

<b>Unique reference number</b>	EY470345
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10238290
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	131
<b>Number of children on roll</b>	130
<b>Name of registered person</b>	PMD Consulting (UK) LLP
<b>Registered person unique reference number</b>	RP533144
<b>Telephone number</b>	0208 979 5005
<b>Date of previous inspection</b>	4 March 2022

## Information about this early years setting

Aston Pierpoint registered in 2013 under new ownership. It is located in Hampton, in the London Borough of Richmond-upon-Thames. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year, except bank holidays. There are 30 staff, including the manager; 16 of whom hold appropriate early years qualifications between level 2 and level 7.

## Information about this inspection

### Inspectors

Danny Lydon  
Kyrstie Gennoe

## Inspection activities

- The inspectors 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 inspectors carried out a learning walk together.
- The inspectors observed children and staff at play and spoke to staff at convenient times.
- Staff shared their views of improvements made since the last inspection and the impact these have had on children and staff well-being
- A meeting was held with the manager and provider to discuss the effectiveness of the setting's leadership and management
- Parents shared their views with the inspectors about their experience with the setting.
- A joint observation was carried out with the Manager.
- The inspectors review documentation relevant to the inspection process.

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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