

Inspection of Cisco Early Years Nursery and Pre-school

Cisco Systems, 9-11 New Square, FELTHAM, Middlesex TW14 8HA

Inspection date: 25 August 2022

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children settle quickly and feel happy in the warm and welcoming environment. They arrive with big smiles on their faces, eager to start their day. Children form close and trusting relationships with staff, who know them very well. This helps them to feel safe and secure. Children are very confident and independent learners. Their behaviour and attitudes to learning are exceptional. Staff are extremely positive role models, and they have high expectations for children's behaviour. Staff consistently implement highly effective behaviour management strategies. This supports children to rapidly expand their self-regulating skills. Children share toys, resources and space extremely well from young age.

Leaders develop the curriculum based on children's interests and what they need to learn next. For instance, when some children show an interest in sea life following a visit to the aquarium, staff extended their learning effectively. They created a aquarium in the nursery for all children to explore and to learn about the creatures who live under water. This approach helps to build on children's cultural capital and widen children's experiences. Furthermore, staff observe and assess children's learning to inform their planning. Consequently, all children make good progress in their learning.

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

- Staff place a strong focus on children's communication and language development in this nursery. They regularly introduce new words to increase children's vocabulary. Children join in with stories, songs and regular discussions. They learn how to converse effectively and to listen when others speak. Children speak about the languages that they hear and use at home. This ensures that all children become confident talkers.
- Children are highly motivated and have great opportunities to develop a love of reading. They enjoy looking at a varied range of books by themselves or with staff. Staff select books that introduce children to important concepts of diversity and inclusion. Children benefit from a book-lending scheme, so that every child has the chance to share their favourite books with their parents at home.
- Children learn about healthy lifestyles. At mealtimes, they talk about the benefits of the food that they are eating. For example, they know that vegetables help their body to grow 'bigger' and 'stronger'. Staff encourage babies to brush the teeth of their favourite toy animals during engaging messy play. This helps young children to become more familiar with this important routine.
- Staff support children's fine-motor skills well. For example, children have plenty of opportunities to strengthen their hand muscles through messy play. They regularly practise using a range of one-handed tools, such as pencils and paintbrushes. This helps them to develop the strength and coordination

necessary for writing.

- Staff provide children with some activities to support their gross-motor skills. However, on occasion, they do not consistently include challenging, vigorous and risky play, indoors and outdoors, to support children's physical development even further.
- Staff provide good ways to promote children's knowledge of mathematics, technology and simple science. For example, children are highly competent learners who are capable of using a digital microscope to observe the growing caterpillars on the big screen.
- Children have plenty of opportunities to practise their developing self-care skills. For example, they put their coats on before going outdoors and learn to use utensils during mealtimes. Children happily help with small tasks, such as cleaning up after activities. This helps them to develop a sense of responsibility.
- Staff help children to confidently demonstrate their understanding of why behaviour rules are in place, and recognise the impact that their behaviour has on others. For example, older children explain the importance of taking turns and being kind to one another.
- Leaders evaluate the provision effectively. Staff feel supported by them and speak about ongoing professional development. For example, staff have attended numerous courses, such as an introduction to schemas. This has helped staff to understand better the patterns of repeated behaviour, which allow children to explore and express their thoughts through play. Staff now confidently implement this knowledge into their planning for children's next steps in learning.
- Parents praise the extremely loving and caring staff. They comment on highly effective learning experiences that are offered to their children. Parents say that children are well prepared for their next stages of their learning, including transition on to school, when applicable.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of what they need to do if they have concerns regarding a child's welfare. They attend regular training to ensure that their skills and knowledge are kept up to date. Senior staff perform daily checks in all parts of the nursery to help reduce the risk of accidents. Staff encourage children to complete their own risk assessments before going outdoors. This helps children to learn about the potential risks and hazards, and how to reduce them. The manager carries out comprehensive background checks on staff to ensure suitability for their roles.

What does the setting need to do to improve?

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

- build on existing opportunities for vigorous, challenging and risky play, to consistently support children's gross-motor skills even further.

Setting details

Unique reference number	EY478686
Local authority	Hounslow
Inspection number	10236387
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 4
Total number of places	55
Number of children on roll	33
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 8824 9105
Date of previous inspection	10 October 2016

Information about this early years setting

Cisco Early Years Nursery and Pre-school registered in 2014. It is managed by Bright Horizons and operates for employees of Cisco International at Bedfont Lakes in Feltham, in the London Borough of Hounslow. The nursery is open all year round from 8am to 6pm, Monday to Friday, except for one week at Christmas and on bank holidays. It provides funded early education to children aged three and four years. The nursery employs 21 staff, 11 of whom hold relevant childcare qualifications. The manager holds a BA Honours Degree in Early Years Childhood studies and early years professional status.

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 manager and the inspector discussed the curriculum together during a learning walk.
- The manager and the inspector evaluated an activity together during a joint observation.
- Relevant documentation was checked and discussed, such as evidence of staff's suitability and first-aid training.
- Parents' views were obtained and taken into account.
- The quality of education was observed, and the inspector assessed the impact that this has on children's learning.

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