

Inspection of Cybertots On The Green

2a Drayton Green, West Ealing, London W13 0JF

Inspection date: 12 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are extremely happy in this warm and nurturing environment. Staff build strong bonds with the children and know them very well. Babies form secure attachments with staff and enjoy the cuddles and warmth that staff give them throughout the day. Staff and parents have strong relationships. Staff take the time to talk to each parent when children arrive. This means that the transition between home and nursery is easy for children. Children benefit from the focus on learning to appreciate and care for the environment around them. For example, children learn how to care for an animal by helping to look after the nursery rabbit. They develop their understanding of seasonal changes and plant growth through closely observing how the apples on the apple tree change over time.

Staff and leaders have high expectations for every child and work hard to meet the individual needs of children. Children with special educational needs and/or disabilities are supported very well through partnership work with parents and others involved in children's care and learning. Leaders work hard to ensure that children receive any support necessary from external professionals or internally within the nursery. Children behave well, showing they feel safe and secure. Staff clearly explain the golden rules to children and praise them when they follow these rules. This helps children to understand what is expected of them.

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

- Leaders carefully consider the programme of learning for communication and language. Staff get down to children's level and model language well. They use a rich range of vocabulary with the children. This means that, by the time children leave the setting, they are able to communicate well. For instance, during a firefighter role play activity, staff support pre-school children to use words such as 'hydrant', 'oxygen' and 'satellite images', as they excitedly pretend to put out a fire. Children and staff enjoy singing songs and looking at books together to support children's language development.
- Staff support children to develop their independent skills well. Children of pre-school age carefully cut their fruit at snack time. Toddlers and babies tidy up well, hanging their dressing-up costumes back on the rail independently. Developing skills such as these helps children to build their self-confidence and prepares them well for the next stage of their learning journey.
- Staff give children freedom to make their own choices and help them to understand how to express these choices. For example, children choose where they would like to sit at the lunch table and ask other children if they mind moving up so they can sit down. This helps children feel in control of what they do and empowers them to make their own decisions. Staff teach children consent by asking them if they would like a cuddle. This teaches children

autonomy over their own bodies.

- Staff confidently explain the progress their key children make and what their next steps are. They plan successfully, overall, to help them achieve these steps. This leads to children making good progress from their individual starting points.
- Leaders understand what good practice looks like. They model this passionately to staff to support their professional development and to model expectations. Leaders ensure effective systems of supervision and training are in place to support staff. Staff are offered training based on their needs and requests. This leads to good outcomes for children.
- Leaders have a strong focus on staff well-being. The staff feel comfortable to approach leaders about any problems or concerns. This is due to the effective systems in place, such as regular one-to-one meetings between leaders and staff. Staff successes are celebrated. This builds a supportive atmosphere where staff enjoy coming to work. Children benefit from this as staff work well as a team to support each child's needs.
- Occasionally, the baby room environment does not meet the needs of every baby optimally. For example, babies sleep safely in a side room off the baby room with the door closed. They are checked to ensure their safety at least every 10 minutes and staff listen out for sounds through a monitor. However, if babies wake up and there is no member of staff in the room, this could be unsettling for them.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, leaders have taken effective action to ensure that staff now have a good understanding of safeguarding processes. Staff attend regular training to ensure their safeguarding knowledge is kept up to date. Important information, such as key phone numbers, is clearly displayed in the setting for staff to access if necessary. Staff participate in regular quizzes to ensure their safeguarding knowledge is up to date. Leaders ensure that their safeguarding knowledge is up to date by attending regular training and network meetings with the local authority. Leaders use effective systems to recruit staff and to ensure their ongoing suitability.

What does the setting need to do to improve?

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

- consider the environment of the baby room so it always meets the needs of babies in the best way possible.

Setting details

Unique reference number	EY281374
Local authority	Ealing
Inspection number	10243978
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	62
Number of children on roll	69
Name of registered person	Cybertots (On The Green) Limited
Registered person unique reference number	RP907010
Telephone number	020 8997 3990
Date of previous inspection	4 May 2022

Information about this early years setting

Cybertots On The Green registered in 2004. The nursery operates from a purpose-built building in Drayton Green, in the London Borough of Ealing. It is open each weekday, from 8am to 6pm, for 50 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery employs 31 staff. Of these, 22 hold appropriate early years qualifications.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- The inspector 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 the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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