

Inspection of Wembley Central Nursery School

Wembley Central Nursery School, Community Hall, 1 Crawford Avenue, Wembley,
Middlesex HA0 2HX

Inspection date: 8 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children's emotional well-being is promoted well in this nursery. Children are happy, settled and develop well within the inclusive environment. A well-established key-person system helps children to form secure attachments and positive relationships with staff and each other. Children are confident to ask for assistance if they need it. Staff respond to children who need comfort and reassurance and give them cuddles. The manager and staff team are passionate about enabling every child to have access to high-quality experiences. They understand that children come to the nursery with different skills. Staff seek to provide activities to enable all children to make good progress in their learning and development. Children freely explore the stimulating activities and numerous resources that staff provide.

Children are confident and independent learners. They happily leave their parents on arrival at the nursery and quickly engage in their play. Children begin to identify their own names as they place their name cards on the registration display. Most children behave very well in the nursery. For example, they know the rules and follow them well. Children can share and are polite to one another. Parents speak with confidence about the quality of care which their children receive. Staff listen to parents and this, in turn, benefits the children who attend. There is a sense of community at this setting. Staff, parents and children work together in a harmonious way.

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

- Staff know the children well. The manager monitors the quality of staff's observations and assessments. All children make good progress, including children with special educational needs and/or disabilities, children who speak English as an additional language and children who are in receipt of funded early education. Staff take swift action to address any gaps in children's learning.
- Staff place a strong focus on developing children's communication and language skills. For example, they talk constantly to children, emphasising key words to help to enhance children's understanding and speaking skills.
- Staff improve children's mathematical skills effectively throughout their experiences. For instance, they encourage children's counting skills as well as inspire children to explore and compare sizes. For example, children learn to identify 'bigger', 'smaller', 'shorter' and 'longer'.
- Staff promote children's early literacy skills using a wide range of techniques. Children of all ages have access to a good variety of books and listen to familiar stories. They enjoy a wide range of opportunities to explore making marks and develop confidence in writing. For instance, children learn to write numerals and the letters in their name.

- Children's imaginations are fostered well. They have lots of opportunities to explore their own ideas and initiate their own play. Staff support children effectively to create their own physical challenges. However, on occasion, staff do not challenge the older children effectively to help them make even greater progress in their learning.
- Staff teach children about the importance of being physically active and leading healthy lifestyles. For example, children of all ages enjoy playing in the well-resourced garden. They use apparatus with confidence and complete planned football sessions. Children notice the changes to their breathing and heartbeat after running. During snack and mealtimes, staff hold conversations with children about the food which they have and why it is important for their good health.
- Partnerships with parents are very strong. Parents state that they are very impressed with the communication and support which they receive from staff. They comment that they are actively involved in all aspects of their child's development.
- Children who are new to the nursery settle in very quickly, and parents compliment staff on their warm approach. Staff make use of daily discussions, parents' meetings and stay-and-play sessions to help to keep parents informed about their children's progress. In addition, staff provide parents with guidance on how to support their child's learning at home, such as how to build on their children's speech and language development.
- Staff skilfully support children who speak English as an additional language. They use picture prompts and speak in clear, short sentences. This helps children to begin to understand English. Staff who speak other languages talk about how it settles children when they speak to them in their home language.
- At times, some staff do not consistently use the planned strategies with children to deal with any unwanted behaviour. As a result, some children are not always clear on the behaviour that is expected of them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of their roles and responsibilities. They can identify signs that would give them cause for concern about a child's welfare. Staff understand the procedures to follow to refer any concerns, in order to ensure that children are protected from harm. They undertake safeguarding training and receive regular information and updates to ensure that their knowledge remains up to date. Staff turnover is low, and the provider has rigorous recruitment procedures in place to make sure that staff are suitable to work with children. The managers monitor staff's practice through regular supervision meetings. They identify suitable professional development opportunities to enable staff to continually enhance their knowledge and skills. Thorough risk assessments are in place, and staff take steps to minimise identified hazards to help keep children safe.

What does the setting need to do to improve?

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

- provide even more learning experiences to challenge older children to further help them to make greater progress in their learning and development
- ensure that all staff consistently use the successful behaviour strategies so that children clearly understand the type of behaviour that is expected of them.

Setting details

Unique reference number	EY438041
Local authority	Brent
Inspection number	10235614
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	2 to 4
Total number of places	81
Number of children on roll	47
Name of registered person	Maclu Limited
Registered person unique reference number	RP905034
Telephone number	07841096074
Date of previous inspection	11 January 2017

Information about this early years setting

Wembley Central Nursery School registered in 2011. It operates from St John's Community Hall in the London Borough of Brent. The nursery is open Monday to Friday, from 7am to 6pm, for 50 weeks of the year. There are eight members of staff; of whom, one holds qualified teacher status, one holds a level 5 qualification, three are qualified to level 3 and one at level 2. The nursery provides funded early education to children aged two, three and four years.

Information about this inspection

Inspector
Laxmi Patel

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 and the provider completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector tracked the experiences of several children. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector checked various documentation and held discussions with the provider and the deputy manager.
- The inspector spoke to a small number of parents during the inspection and looked at written accounts of their feedback.
- The inspector carried out several joint observations of group activities with the manager. She observed the quality of education during activities and assessed the impact 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.

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