

Inspection of Melrose Nursery School

Melrose Nursery, St Gabriel's Church, Noel Road, London W3 0JE

Inspection date: 14 December 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

The nursery is a happy, safe and very caring place for children to be. Children arrive excited and are keen to begin their day. Leaders greet children at the door and share important information with parents. Children enjoy their time at the nursery and make good overall progress in their development. Over time, they build the skills that they need for writing. For instance, older children use forceps to pick up objects in sand and younger children use magnetic grids as they develop fine control in their hand muscles.

Children behave exceptionally well and they develop confidence and self-awareness. Staff listen intently to children and take time to explain what is expected of them. Children make independent choices in their play as they explore together harmoniously the stimulating environment. They show immense kindness and consideration to others as they learn to share and take turns.

Children enjoy investigating snow in the well-resourced outdoor area. They break ice and experiment by mixing it with mud. They also have opportunities to be creative and re-enact stories. For example, older children play the roles of three pigs and a wolf in the playhouse. Younger children ride around on scooters safely, with increasing skill and coordination.

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

- Staff have a good overall understanding of how children learn and develop. They know their key children very well. They evaluate children's development and plan a curriculum to meet the diverse needs of children and to prepare them in readiness for the next stage in their learning.
- Children joyfully use the nursery environment, indoors and outdoors, to extend their learning. Staff organise resources purposefully to extend children's curiosity and inspire them to explore and experiment. Young children use cosy areas to sit and enjoy reading from vast selections of books throughout the nursery. Staff are always available to enhance children's use of new words and imagination through their deep interest in books. Older children demonstrate very good skills in mathematical activities on shapes and counting.
- Staff work effectively together to support children who speak English as an additional language and children with special educational needs and/or disabilities (SEND). They quickly identify any child who may need additional support and engage with specialist professionals so that children are assessed promptly. Occasionally, staff do not adapt their good teaching strategies to provide even more support during activities for children with SEND to further extend their knowledge and skills.
- Parents praise the hard work of the staff, saying that their children love

attending and progress well. They feel that their children are very happy and settled in the nursery. Staff provide parents with regular information about their children's learning. Staff create individual booklets with photos of children's activities which children and parents can look at and discuss.

- Staff have positive interactions with children, which motivates children to join in and have a go at problem-solving. They give children lots of praise and encouragement to support their confidence and self-esteem. For instance, children beam with great pride when they manage to balance their building block construction.
- The manager is committed to providing children with a variety of outdoor experiences. For instance, children take part in weekly sports sessions run by a sports coach, such as tennis, football and yoga. This helps to support their physical development as well as teach them to follow instructions and work with others.
- Children eat freshly cooked, healthy and nutritious meals according to their specific dietary needs. They are encouraged to be independent and staff support their well-being through daily routines. Younger children feed themselves and all children manage their own self-care skills. For example, they discuss why peas and sweet corn are important to eat. Later, they clear their plates competently.
- Leaders of the setting are ambitious and communicate high expectations to staff. The well-qualified and experienced staff team works extremely well together. Staff reflect on their practice and the learning experiences they provide for children. The manager makes good use of supervision meetings to support staff's well-being effectively.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of their safeguarding responsibilities. Staff understand the potential signs that may indicate a child is at risk and know how to report any concerns to the relevant professionals. Staff have a secure knowledge of the nursery's whistle-blowing policy if they are concerned about the behaviour of another adult. All staff complete safeguarding training and new staff have a thorough induction around their safeguarding and responsibilities for child supervision. Staff recognise the importance of completing daily safety checks in all areas of the nursery to help keep children safe from harm.

What does the setting need to do to improve?

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

- support children with SEND further so they are fully engaged and extend their learning to a higher level.

Setting details

Unique reference number	EY380078
Local authority	Ealing
Inspection number	10235241
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	36
Number of children on roll	52
Name of registered person	Melrose Nursery School Limited
Registered person unique reference number	RP907677
Telephone number	02089920885
Date of previous inspection	10 January 2017

Information about this early years setting

Melrose Nursery School registered in 2008 and is located in the London Borough of Ealing. The nursery employs 11 members of childcare staff. Of these, one holds an early years teacher qualification, one holds a qualification at level 6, and nine have appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mrig Divecha-Talker

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager completed a joint observation with the inspector to review the quality of education.
- The inspector held a meeting with the manager and spoke with staff and children during the inspection.
- The manager showed the inspector relevant documentation, to demonstrate the suitability of staff working in the nursery, and a selection of other records.
- The inspector took account of the spoken and written views of parents.

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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