

# Inspection of Children's Corner Day Nursery

Childrens Corner, 29 Hastings Road, LONDON W13 8QH

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Inspection date: 22 February 2023

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are excited to attend this nursery. They are greeted by enthusiastic staff, who are tuned into their interests and individual needs. Babies are content and feel safe. They confidently explore the environment and are encouraged to engage in messy play activities.

Children experience an exciting curriculum. Staff present information clearly, and carefully plan and consider what children need to learn for them to flourish and succeed. Children learn new skills and knowledge, and staff have high expectations of them. For example, children understand that you need specialist equipment to visit outer space as there is 'no gravity' and understand that 'H<sub>2</sub>O' is the scientific term for water.

Children are well mannered and sociable. They negotiate with each other and learn how to cooperatively take turns and share resources. When children have difficulties, staff swiftly manage this and redirect their behaviours. Children of all ages learn about emotions and feelings through a love of stories, social connection and the use of sign language. They are supported to express themselves and share how they are feeling.

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

- Leaders regularly reflect on practice and evaluate the nursery to develop and improve experiences for children and their families. Leaders understand the setting's strengths. They monitor progress made and consider how to enhance what is offered to support children's learning.
- The nursery has an effective key-person system. Babies and children are content. Parents feel they are included in their child's learning and are supported with continuing this at home. Parents comment that they feel the nursery is 'genuine' and 'friendly' and are confident their children are well cared for.
- Babies begin to communicate. There are consistent back-and-forth interactions with staff, which form good foundations for language and all-round development. Children are introduced to new vocabulary, for example when making play dough. Staff say 'pour' and 'mix' while modelling the action to go with the word.
- Experienced staff across the nursery provide plenty of opportunity for children to develop language through meaningful interactions and storytelling. This enables children to develop a wide range of vocabulary and use new words in a range of contexts. However, this practice is not implemented consistently to fully support children's learning. Less-experienced staff do not always have the opportunity to learn from their more-experienced peers, to strengthen the quality of practice to a higher level.

- Staff support children's mathematical skills well. Children use mathematical language, make estimations and test their ideas. They confidently count beyond the expected age range for all age groups. Children learn and use keywords related to size and quantity, colour and shape.
- Staff act with integrity to ensure that children with special educational needs and/or disabilities are given equal opportunities and thrive among their peers. There are plans in place for children who require additional interventions to ensure they receive adequate external agency support. This helps possible gaps in children's knowledge to narrow rapidly.
- Children's cultural beliefs and traditions are shared. They have recently been learning about events such as Diwali, Christmas and Lunar New Year. Children who speak English as an additional language are encouraged to use their home language at the setting alongside English. However, staff have not thought through how they can help children to develop a deeper understanding of the diverse world in which they live.
- Children have opportunities to develop their early independence skills. They show age-appropriate responsibility and help to prepare for mealtimes and serve food to their friends. Children are encouraged to take responsibility for their belongings. They take part in personal care routines, such as wiping their noses and placing tissues in the bin.
- Staff have high expectations for children's behaviour. Children demonstrate positive attitudes and are very motivated and eager to join in with activities. They promote taking turns and show mutual respect, for example as they say 'please' and 'thank you' and offer toys to their friends.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding practices are robust. Staff understand the importance of safeguarding and know how to recognise signs and symptoms of abuse. Leaders ensure that all staff have regular and up-to-date training in safeguarding and child protection. All staff have regard for all safeguarding issues and how to support individuals who may be facing hardship. Staff understand their responsibility in reporting concerns about children and adults and know to make referrals to the relevant agencies.

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

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

- strengthen staff knowledge and help children to deepen their understanding and appreciation of diversity
- extend support and coaching for less-experienced staff to provide greater consistency in supporting children's language skills.

## Setting details

<b>Unique reference number</b>	EY402035
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10264084
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Teddies Nursery Ltd
<b>Registered person unique reference number</b>	RP529371
<b>Telephone number</b>	0208 840 5591
<b>Date of previous inspection</b>	22 May 2017

## Information about this early years setting

Children's Corner Day Nursery registered in 2010. It is located in West Ealing, in the London Borough of Ealing. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery provides funded early education for children aged two, three and four years. The nursery employs 11 staff. Of these, nine hold early years qualifications at level 2, 3 and 4.

## Information about this inspection

### Inspector

Jenna O'Sullivan

## 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.
- Children's experiences in their learning and development were tracked.
- The inspector held conversations with staff and observed them in practice.
- The inspector held conversations with parents and took account of their views.
- The inspector carried out a joint observation with the deputy manager.
- A meeting was held with the manager and deputy manager to discuss the leadership of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having 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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