

# Inspection of Peapods Nursery

Hanwell Town Football Club, The Powerday Stadium, Perivale Lane, Perivale,  
Greenford UB6 8TL

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Inspection date: 16 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are greeted warmly by kind and caring staff. They are happy, behave well and confidently interact with staff and visitors. Staff help children to develop positive self-esteem as they give frequent descriptive praise and tell children they are proud of them. Furthermore, staff read out achievements that are reported by parents on the 'Star at Home' board. Older children can vote for who has been kindest each week, and the winner is publicly praised at group time. As a result, children show interest in each other and are observed showing affection. For example, an older child smiles at a younger child and strokes their hair during group time. The environment is well organised, and staff mostly provide good levels of support so that children's natural curiosity is promoted and they are able to become independent learners.

Children have access to a wide range of activities both indoors and outdoors. This promotes their progress and development in all areas. Staff encourage children to prepare their own snack, help themselves to lunch and pour their own drinks. They ensure that children wash their hands before and after eating and help them to look in the mirror to see if their face needs cleaning. This means that children are learning how to look after themselves and developing their self-help skills. Children take turns to take a toy elephant home and record photos and descriptions of the play and activities they enjoyed with him in a notebook. Staff provide themes and suggestions for parents to help extend learning from the setting to the child's home.

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

- Leaders regularly carry out observations and reflect on practice. They provide constructive feedback to staff during supervision and access training for them when needed. Staff report that their well-being is supported by managers and that they are happy in their job. Leaders and staff are ambitious about the provision and work effectively to implement new initiatives. They are currently introducing the 'pre-school ambassadors' system, which will allow children to have responsibilities, such as helping at lunchtime. This will further support their self-esteem and school-readiness skills.
- Children enjoy exploring textures as they play with natural resources such as sand, leaves and bark. They also help to make fresh play dough each day. They are enabled to independently access creative play, such as free painting, which is presented on the floor as well as at an easel.
- Staff carry out small-group attention and listening activities. They use sign language and visual symbols alongside spoken language to promote children's early communication and language skills.
- An effective key-person system is in place. Staff liaise closely with parents when

they identify that children have additional needs. They make referrals to appropriate health professionals without delay. In addition, they mostly implement appropriate support to help children access the learning environment. However, strategies to help all children focus and develop their independence without constant adult direction are not always successfully implemented by all staff.

- Children's learning is extended using focus books. For example, the current book is 'Goldilocks and the three bears'. Staff read the story and use it to introduce themes such as 'small, medium and large' and safety awareness, including stranger danger and road safety. The book is accessible in the group room and is presented with linked resources, such as different-sized 'compare bears'.
- Parents speak highly of the setting and the care provided for their children. Staff and parents use an app to share and receive information and photos about their key children's progress. Parents receive regular information about suggested activities to carry out at home to extend learning that has taken place in the setting.
- Children's understanding of different cultures and lifestyles is fostered as they celebrate various festivals. Staff obtain information from parents of children who speak English as an additional language. They have a list of keywords in the child's language displayed in the group room and use them to help children understand what is expected and support their emotional well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know about the indicators of abuse and the procedures to follow in the event of a concern arising about a child or a member of staff. They attend training to keep their knowledge up to date. Leaders and managers follow a robust recruitment procedure to ensure the suitability of those who work with the children. Staff take appropriate measures to maintain a clean, safe environment for the children, both indoors and outdoors.

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

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

- further enhance current strategies to ensure all children can learn to focus their attention and develop their independence when accessing the learning environment.

## Setting details

<b>Unique reference number</b>	2603172
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10263409
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	58
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Peapods Early Learning Centre Ltd
<b>Registered person unique reference number</b>	RP907350
<b>Telephone number</b>	07939204058
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Peapods Nursery registered in 2020. It is located in the London Borough of Ealing. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery opens from 8am to 6pm on Monday to Friday, all year round. There are five staff who work with the children. Of these, three are qualified at level 3 and two are qualified at level 2.

## Information about this inspection

### Inspector

Helen Deegan

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector conducted a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager.

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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