

Inspection of Swinbrook House Nursery School Marylebone

27 Oldbury Place, London, Middlesex W1U 5PP

Inspection date: 15 March 2023

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

What is it like to attend this early years setting?

The provision is good

Children feel at home and safe in the nursery. Parents comment that this is because staff get to know their families. For example, staff use words from children's home languages to support their communication skills and help children to know they are unique. Children engage in learning new skills. Staff prepare pre-school children for school. For instance, they remind children how to hold a pencil. Staff use praise and positive techniques, such as saying, 'One, two, three, pinch', alongside demonstration. As a result, children develop the early literacy skills which they need before they transition on to school.

Children build skills to form relationships with their peers and staff. Staff model using eye contact when talking to children. They use signs to support their words, to ensure that children understand them, and also to show that they understand children. Toddlers express their delight with this and continue in the conversation. Children in the pre-school room are independent in using these skills as they use eye contact when listening to their friends. Children show respect for their peers and staff as they engage in conversations, which is a secure foundation for building friendships.

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

- The manager supports staff. She has regular individual meetings with staff about their practice, what training they need and to check in on their well-being. The manager gives staff time to share what they have learned and to reflect on how their teaching skills have developed.
- The special educational needs coordinator (SENCo) has attended speech and language training. They share training with staff to develop their knowledge as well. As a result, children make progress as staff model saying words with the correct pronunciation and encourage children to use new words. This means that all children receive help from skilled communicators and build on their vocabulary.
- The nursery has 'class promises', which all the children demonstrate, such as using their manners and 'indoor voices'. Children wait for their turn to wash their hands before meals and 'high-five' each other as they play. They learn how to respect their peers and how to behave. However, staff do not always explain to children about the consequences of their behaviour. This can be confusing for children and does not consistently support them to understand why they need to behave in certain ways.
- Throughout the nursery, staff encourage children to sing songs and explore books. In the toddler room, children scoop peas in jelly, which they smell with staff. Staff go on to read the book 'Supertato' and then children print with potatoes to create their own version. In the pre-school room, staff make

routines fun as they tidy together and sing the 'tidy-up rumba' song. Children join in with known stories and songs, which helps to increase their confidence with speaking.

- In the pre-school room, staff set the environment up so children have access to mathematical opportunities. Children match numerals with their friends. Staff use children's interests to engage them in problem-solving with numbers. This supports children to develop a strong idea of what a number is, before they transition on to school.
- However, in the toddler room, staff do not always use mathematical language. For example, staff count children down from the nappy mat, 'one, two, three', but they do not build on this. They do not repeat using numbers alongside children's play. As a result, children do not consistently develop an interest in numbers from an early age.
- The nursery does not have a garden. However, this does not stop staff from taking children outdoors. Children go out into their local community daily. They are safe as they attend the local parks, as staff remind them of the outing's rules before they leave, such as 'red' means stop. This helps children to learn how to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows the company's clear recruitment procedures. The manager and deputy have attended safer recruitment training. During the application process, the manager ensures that all references are from the correct source and that gaps in an applicant's career are discussed in detail. The manager and staff ensure that outings are risk assessed. Therefore, during outings, staff are aware of the potential hazards, so children can move safely between the nursery and the park and continue to be safe when they are there. Staff are confident about what to do if they have a concern about a child or an adult, and know who to go to beyond the nursery, if needed.

What does the setting need to do to improve?

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

- ensure that all children know and understand why rules for their behaviour are in place
- develop staff's skills in using the appropriate mathematical language for the age and stage of children.

Setting details

Unique reference number	2581106
Local authority	Westminster
Inspection number	10276044
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	23
Number of children on roll	23
Name of registered person	Swinbrook House Nursery Schools Limited
Registered person unique reference number	2551542
Telephone number	02079352441
Date of previous inspection	Not applicable

Information about this early years setting

Swinbrook House Nursery School Marylebone registered in 2020. The nursery is situated in Marylebone, in the London Borough of Westminster. It is open during term time, from 8am to 5pm, Monday to Friday. There are six staff, of whom five hold appropriate childcare qualifications. The nursery provides funding for three- to four-year-olds.

Information about this inspection

Inspector

Tina Twynham

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 manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and disabilities.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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