

Inspection of William Elliott Nursery School

Holly Methodist Church Hall, Holly Park Methodist Church, Crouch Hill, London N4
4BY

Inspection date: 27 April 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 are warmly welcomed into this friendly nursery. The home-from-home atmosphere helps all children to feel secure. Children are nurtured and well cared for. For instance, staff implement individual routines for babies. Children develop strong and affectionate bonds with the staff who know them well. They show that they feel happy and safe, as they eagerly engage with staff during play and turn to them for comfort and reassurance.

The environment is stimulating and well resourced, which motivates children to explore and to lead their own learning. Babies show high levels of curiosity as they investigate the resources and enjoy sensory experiences. Older children confidently use ideas from familiar stories to enrich their imaginative play. Children behave well and are friendly towards others. For instance, older children build towers cooperatively and share toys with their younger peers.

The manager and staff have high expectations for all children. They provide a wide range of exciting experiences to inspire children and prepare them for life in modern Britain. Children develop their understanding of the world through first-hand experiences. For example, they learn how to cook, grow vegetables in their garden and enjoy daily outings within their community. Children acquire important skills and knowledge, such as how to shop for food, use a library and respect the natural environment.

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

- The manager, who also owns the nursery, is an effective leader. She provides support and guidance for staff, who work well as a team. The manager continuously reviews practice to help enhance the care and learning experiences for children. For example, children spend a good deal of time outdoors each day. Therefore, staff training is focused on developing their outdoor curriculum.
- The curriculum is ambitious and supports all areas of children's learning. Staff have an overall aim for each activity and in general teaching is good. For instance, staff consistently use a wide range of mathematical language to promote children's understanding of numbers, shapes and measurements. However, at times staff do not build further on the information that children already know to help them learn as much as possible from their experiences.
- Staff regularly assess each child's development and make plans to support their ongoing progress. They identify when children need extra help to achieve their full potential. Staff work with parents and other agencies where needed to provide appropriate intervention strategies. Therefore all children, including those who receive additional funding, make good progress from their starting points.

- Children have lots of fun at the nursery and demonstrate positive attitudes to learning. For instance, during a woodland walk, children show a keen interest in the plants and small creatures they discover along the way. Older children eagerly hunt for 'dandelion clocks' and are fascinated, as they blow on the seed heads and watch the seeds float away. Toddlers determinedly gather pebbles to drop into a puddle and are enthralled by the splashes and ripples they create.
- Staff encourage children to be independent throughout the daily routines. For instance, babies are encouraged to feed themselves as soon as they can handle a spoon. Older children are given plenty of time to put on their coats and shoes before going outdoors. Consequently, children of all ages demonstrate a can-do attitude towards their personal care.
- In general, staff support children's behaviour well. They are positive role models and clearly explain expectations, such as using good manners, sharing and taking turns. However, they could do more to help children understand their emotions and recognise how their behaviour may affect the feelings of others.
- Children love to be active and show positive attitudes to healthy lifestyles. They enjoy the healthy meals and snacks provided and follow good hygiene routines. Children have lots of opportunities to play outdoors. They are eager to demonstrate their physical skills as they climb, race each other and attempt to shift a 'one ton weight'.
- Parents are very complimentary about the nursery. They say that staff are welcoming and keep them well informed about their children's experiences. Parents describe how staff have supported them and their children, with issues such as bereavement or a new baby in the family. They comment that their children are happy, settled and making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have regular safeguarding training and know where to access relevant information when needed. They have a secure understanding of a wide variety of child protection issues and can identify possible scenarios that would cause concern. This includes how to report concerns about a child's welfare or the conduct of a colleague. The manager follows safer recruitment practice to help ensure that staff are suitable for their roles. She and the staff follow effective policies, procedures and risk assessments to support them in safeguarding children.

What does the setting need to do to improve?

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

- develop staff's ability to extend children's learning, particularly for older and more able children
- help staff to further support children's understanding of their emotions and how

their behaviour may affect the feelings of others.

Setting details

Unique reference number	2625156
Local authority	Islington
Inspection number	10281094
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	83
Number of children on roll	12
Name of registered person	William Elliott Limited
Registered person unique reference number	2625157
Telephone number	02070994774
Date of previous inspection	Not applicable

Information about this early years setting

William Elliot nursery school registered in 2021, it operates from church premises in Crouch Hill in the London Borough of Islington. The nursery opens from 8am to 6pm, Monday to Friday, all year round, except for bank holidays.

Information about this inspection

Inspector
Sarah Crawford

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 this into account in their evaluation of the setting.
- The manager showed the inspector around the nursery premises and explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education. She also observed and discussed staff practice with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The manager met with the inspector to discuss issues, such as staff recruitment and training. She ensured that documents, including staff suitability checks and paediatric first-aid certificates, were available for the inspector to view.

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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