

Inspection of Chiswick Nursery and Preschool Academy

4 Marlborough Road, Chiswick, London W4 4ET

Inspection date: 12 May 2023

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

Children arrive happily and thoroughly enjoy their time at the nursery. Babies greet their friends with smiles and warm cuddles when they arrive. Staff take the time to talk to parents when they hand their children over at the door and find out how their children are that day. Children thrive because of the secure bonds they form with their key person. Staff are very warm, attentive and caring. There is an atmosphere of fun and happiness throughout the nursery. Children show high levels of excitement during music lessons as they sing and dance around to songs and nursery rhymes, which are played on a piano. They enthusiastically join in playing with musical instruments, shaking tambourines and bells.

Children demonstrate positive attitudes towards learning. They are keen to explore the stimulating activities and resources available to them, which staff plan based on children's individual needs and interests. Children are constantly busy. Babies concentrate intently as they develop their fine motor skills using a range of different tools to mould and shape scented play dough. Older children learn about how they are unique as they talk about their own photos in a shared family photo album. They listen intently to one another as they talk about their siblings, parents and grandparents and what they like to do outside of the nursery. Children also learn about the wider society they live in as they learn about different cultural festivals, such as Diwali and Chinese New Year.

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

- The dedicated manager exudes a clear passion for providing the best standard of care and education for all children. She is highly reflective. She evaluates the overall quality of the nursery regularly and has a clear understanding of its strengths and opportunities for further development. She monitors staff practice and provides regular coaching and professional development opportunities. Staff feel very well supported.
- Children's communication and language development is supported very well. Children enjoy listening to stories, singing and engaging in discussions with staff and their peers throughout the day. Babies attach meanings to words as they browse through interactive picture books with staff, who point out what they can see in the pictures. Staff ask older children open questions to encourage them to express themselves as they play alongside them.
- The manager and experienced staff team share a clear vision for implementing a curriculum that continually helps children to achieve, consolidate and move on to the next stage in their learning. Staff have a secure understanding of what they want children to learn and how to support them. They interact with children skilfully as they play alongside them. However, at times, staff do not make the most of all opportunities to extend children's learning or help them to benefit

fully from the intended learning.

- Children have regular access to physical exercise in the garden. They enjoy practising their balancing skills as they navigate an obstacle course. Younger children giggle excitedly and practise counting in sequence as they play hide and seek. Children also relish the opportunity to practise yoga poses during the regular yoga sessions provided. However, the curriculum could be enhanced so that children experience a broader range of rich learning opportunities outdoors.
- The special educational needs coordinator (SENCo) demonstrates a passion for wanting all children to achieve the most they are capable of. She works closely with parents and other professionals to provide targeted support for children with identified gaps in their learning at the earliest opportunity. As a result, children with special educational needs and/or disabilities (SEND) receive effective support and make good progress from their starting points.
- Children's independence is well supported from a young age. Older children clean away their plates after eating at lunchtimes and help to set and tidy away the tables. Younger children are learning to put on their outdoor clothing before going to play in the garden. They learn how to use cutlery and drink from an open cup. They enthusiastically help to tidy away in between activities.
- Partnerships with parents are very positive. Parents can access the lending library, where they can borrow books and resources to support their children's learning at home. Parents comment positively on the range of activities provided for their children, such as French lessons and sports activities. The manager is keen to support parents. She provides a 'grab and go' breakfast service for them, as well as take-away meals and snack packs for their children.
- Children behave very well. They are kind, thoughtful and caring towards each other. Staff calmly and sensitively teach children the importance of sharing, taking turns and listening to each other. Children have opportunities to play well-thought-out games that help them to talk about different feelings and emotions. This helps children to understand what makes them and others happy or sad and learn how to self-regulate.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular safeguarding training to keep their knowledge up to date. They have a secure understanding of the signs that could indicate a child is at risk of harm and the procedures they need to follow to keep children safe. They understand their responsibility to follow up with the designated safeguarding lead to make sure appropriate action has been taken if they raise concerns. All staff have a clear understanding of the organisation's whistle-blowing policy. Staff provide a safe and secure environment for children to play in. The manager schedules regular fire drills to ensure that all staff and children understand the evacuation procedure in the event of an emergency.

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 practice to support them to extend children's learning consistently during activities and to make sure that children benefit fully from the intended learning
- enhance the curriculum for the provision of learning outdoors so that children can consistently access a broader range of rich learning opportunities.

Setting details

Unique reference number	116179
Local authority	Hounslow
Inspection number	10276471
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	74
Number of children on roll	70
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	0208 742 0011
Date of previous inspection	18 July 2017

Information about this early years setting

Chiswick Nursery and Preschool Academy registered in 2001. It is situated in the London Borough of Hounslow. The nursery opens from 8am to 6pm each weekday and operates all year. The provider receives funding to offer free early education for children aged two, three and four years. The nursery employs 19 staff. Of these, one has qualified teacher status and 10 staff hold appropriate early years qualifications ranging from level 2 to level 5.

Information about this inspection

Inspector

Carla Roberts

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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 SEND.
- 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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