

# Inspection of Preston Multicultural Nursery School: First Steps to Learning

114 Carlton Avenue East, Wembley, Middlesex HA9 8NB

---

Inspection date: 9 June 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	Good
--	------

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

### The provision is good

Children arrive at the nursery happy and ready to learn. Those who have been attending for a while leave their parents without a backwards glance, eager to explore the activities on offer. Children who are new and a little unsure are supported by the gentle, caring staff, who take them from parents and reassure them they are going to have a good day. Children behave well and follow staff's guidance and instructions. Children receive support, when needed, to share and take turns. They benefit from activities that are relevant to their own experiences. For instance, toddlers play with baby dolls, which staff have provided due to the number of new siblings in the toddler room.

Children enjoy messy play activities. Younger children focus well as they explore the sand tray, eagerly moving towards this once staff have set it up. Children develop their hand-to-eye coordination as they participate in creative activities. They concentrate as they control the pencils to make marks. Older children talk to visiting adults about what they are drawing, confidently sharing their knowledge about the colours that they use. Children become independent. They learn to feed themselves from a young age, with staff close by to monitor them.

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

- There is a strong focus on developing children's communication and language. Older children show that they know and understand the story about Handa's surprise. Staff use good questioning skills to help children to recall past learning. Toddlers sing and excitedly join in with action songs and rhymes.
- Staff encourage children to learn about similarities and differences and to embrace children's cultures. For example, staff speak a wide variety of languages and are able to engage children in conversations in their home languages and English. This helps children to have a strong sense of belonging.
- The manager is knowledgeable about early years care and education, and she is passionate about the service she provides. She strives to make the nursery the best it can be for the children and families who attend, to support children's learning and development.
- Staff act as good role models. Children learn the importance of adopting healthy lifestyles. For example, during activities, they talk about eating fruit and why this is good for them. Children also develop skills for the future, such as serving themselves at mealtimes. This also helps them to understand about portion control, good manners and sharing.
- Staff give high priority to those children with special educational needs and or/disabilities and those with identified delays in their learning. These children are given support in their day-to-day learning to help them reach their full potential. Key persons work closely with these children and they speak regularly

with the parents about their development. This helps to make sure all children are included and receive the support they need to make good progress.

- Parents speak highly of the nursery. They comment the manager and staff's commitment to not only their child but them as a family too. Parents comment that the manager and staff go to great lengths to meet the needs of their children. This contributes to a learning environment where children and their families are valued.
- The staff ensure that children's physical well-being is closely supported. Children engage in energetic play outdoors. They develop their climbing skills and take safe and controlled risks as they strengthen their balance and coordination. Children safely navigate the space available as they operate wheeled toys with confidence. However, staff miss opportunities to provide a suitable range of challenging opportunities to consistently strengthen younger children's physical development through activities and simple daily routines.
- Staff work well as a team. They have regular meetings to reflect on their practice and the learning experiences they provide for children. The manager makes good use of supervision meetings to support staff's well-being effectively. However, the manager has not yet identified further training and development for staff to help raise their practice to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

Staff, including the designated safeguarding leads, have a good understanding of child protection and the part they play. They have a clear knowledge of the wider aspects of safeguarding, including being alert to differing cultural practices. There is a thorough risk assessment process which helps to ensure that children play and learn in a safe environment. The manager adheres to safer recruitment procedures to help ensure that staff remain suitable in their roles. Children develop a good understanding of their own safety and that of others. For instance, staff gently remind them of the reasons why they must sit on a chair rather than kneel.

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

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

- expand opportunities for younger children to experience a range of challenging physical activities, to further develop their skills
- seek wider training opportunities to further develop staff's skills and knowledge, and raise the quality of teaching to highest levels.

## Setting details

<b>Unique reference number</b>	EY294864
<b>Local authority</b>	Brent
<b>Inspection number</b>	10295356
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Khagram, Neharika
<b>Registered person unique reference number</b>	RP908491
<b>Telephone number</b>	07932410431
<b>Date of previous inspection</b>	6 December 2017

## Information about this early years setting

Preston Multicultural Nursery School: First Steps to Learning registered in the current premises in 2004. The nursery is open Monday to Friday from 8am to 5.30pm, all year round, except for bank holidays. The nursery receives funding to provide free early education for two-, three- and four-year-old children. Nine adults work with the children, including the provider, who manages the nursery. Of these, six hold appropriate early years qualifications from level 3 to level 6.

## Information about this inspection

### Inspector

Rizwana Nagoor

## 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.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried two joint observations with the manager, spoke with staff and interacted with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023