

Inspection of Stanmore Park Nursery School

Stanmore Park Community Centre, Elliot Road, STANMORE, Middlesex HA7 3SW

Inspection date: 9 June 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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happily, separating easily from their parents. Children greet staff warmly for the beginning of their day. Children moving into the setting are well supported. Key workers find out as much as they can about the child and their family. The information is used to plan familiar activities and experiences that enable children to settle quickly. Parents feel comfortable and reassured that their child is safe and being well cared for.

Staff are warm and nurturing and they are positive role models. All staff have high expectations for children's behaviour. Children are happy and relaxed, and they behave well. They take turns, show respect for each other's ideas and play well together.

Children enjoy time spent outside in the garden. Staff encourage children to take risks and children build self-esteem and confidence. For example, a younger child is interested in the slide and is supported by a member of staff, breaking down the sequence of movements and skills needed to use the equipment, over a short period. The full staff team stop to clap when the child uses the slide independently for the first time.

Children are proud of their achievements and well prepared for their next steps in learning.

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

- Older children demonstrate readiness for the next stage in their learning. They share personal experiences when participating in discussions relating to favourite books or stories. Some staff respond well, extending children's thinking by developing back-and-forth conversations. However, there are occasions when staff use questions to test children's knowledge rather than connecting with children's interests. This does not support children to develop concentration and communication through sustained interactions.
- The key-person system is effective. Staff tune into children's needs very well. They use knowledge shared by parents and observations to identify any need for additional support. A robust cycle of 'observe, plan, do and review' ensures that any gaps in children's learning or emerging needs can be quickly identified. All children have clear next steps for their development. Requests for support are swiftly made in partnership with parents. As a result, all children make progress, regardless of their starting point.
- Staff provide all children with opportunities to learn about diversity. They offer a range of resources and images for children to participate in activities that help them to explore different cultures and celebrations. For example, children learn

about Diwali, Eid and Christmas in a range of age-appropriate ways. Activities, such as making cards for Father's Day, include staff using information they have about male role models within the extended family. Children eagerly anticipate the surprise element of this activity, as a trip to the post office and delivery by the postman increases their excitement.

- Children with English as an additional language are well supported. Staff with shared heritage mix home languages with English to support children's development of language and communication. Younger children have adults narrating as they play. All children have daily opportunities to participate in playful singing and story times. As a result, children, regardless of their starting point, quickly make progress.
- Parents speak highly about the care that they and their children receive from this setting. They notice how quickly their children settle and begin to make progress. Parents share how staff have gone 'over and above' when they have experienced challenges or have needed support. Parents are involved in their child's learning as staff give detailed handovers. Information and photographs are also shared via an online application which parents can log in to view and comment on. Regular parents' evenings and participation in celebrations promotes a highly valued sense of community.
- Leaders and managers share how they have had to adapt following the COVID-19 pandemic. Difficulties with recruitment have been offset by a reduction in the number of children attending the setting. However, leaders and managers have also used this time as an opportunity to benefit and enhance practice. Ongoing development through professional training, along with regular supervision, ensures that all staff and students are well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff are very aware of the role they play to ensure that children and families remain safe. Due to the close relationships developed with families, difficulties are shared and early support is put in place. Health and safety checks are completed daily. Training can be accessed both face to face and online to ensure the staff's knowledge of safeguarding and child protection is regularly refreshed and up to date. As a result, staff can confidently speak about the steps they would take if they were concerned a child was at risk of harm.

What does the setting need to do to improve?

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

- support staff to further extend children's concentration and communication skills through everyday activities and routines, taking opportunities to ask open-ended questions and develop back-and-forth conversations.

Setting details

Unique reference number	EY310978
Local authority	Harrow
Inspection number	10289368
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	25
Name of registered person	Stanmore Park Nursery School Committee
Registered person unique reference number	RP911357
Telephone number	0208 954 8512
Date of previous inspection	22 November 2017

Information about this early years setting

Stanmore Park Nursery School registered in 2000. The setting is open Monday to Friday, term time only. Sessions run from 9.30am to 12.30pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs seven members of staff, all of whom hold appropriate early years qualifications. The manager is qualified at level 7, while other members of staff are qualified at levels 3 and level 2.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. 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 spoke to parents and considered their views.
- The inspector spoke to the manager, staff and children at suitable times throughout the inspection.
- A tour of the premises was completed with the manager, who described how the environment and the curriculum are organised.
- The inspector observed the quality of education provided, both indoors and outdoors, and assessed the impact that this was having on children's learning

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023