

Inspection of World Of Children

The Log Cabin, 259 Northfield Avenue, LONDON W5 4UA

Inspection date: 23 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at this setting. They form strong bonds with the nurturing and welcoming staff. Children arrive eager to start their day and confidently walk through the door and start engaging in activities straight away. For example, children show high levels of imagination in the role-play area, creating mint 'tea', using real mint. They demonstrate their previous learning, as they explain to the inspector that the lollipop sticks are purple, 'purple like purple grapes'.

Children are extremely independent. They learn to make choices and take responsibility for their actions and the resources they play with. For example, children decide to use the magnifying glass when they spot some ants on the ground, so that they can get a better look. Older children choose the songs they would like to sing during circle time. All children wash their hands independently before mealtimes and serve themselves food. This helps children learn the skills they need for the next stage in their learning, including starting school.

Children are kind and caring towards their friends, staff and wildlife. For example, when children spot a ladybird, they carefully study it and then move it into their bug hotel. Children demonstrate their physical skills as they squeeze lemons to make lemon juice. They then go on to add the juice into some water and offer this to the inspector and staff.

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

- Leaders are confident, ambitious and reflective. They regularly seek feedback from parents, children and other staff to continue to enhance the setting. Staff feel well supported within their roles and they have regular opportunities to meet and discuss their own professional development. Training is based upon the needs of the children. For example, training on how to sign was arranged to help support children with their communication development and to help them understand the routines of the nursery.
- Children learn about good nutrition by having well-balanced meals and snacks. Dietary requirements are carefully considered, which promotes children's understanding about healthy lifestyles. Children have many opportunities to develop their understanding of how to look after themselves and keep themselves healthy, particularly in oral health. Older children carefully squeeze toothpaste on toothbrushes and clean the model teeth.
- Staff are passionate about providing children with a wide range of activities and experiences to help them make progress. They create a stimulating and interesting environment, both indoors and out. For example, children enjoy planting tomato seeds as group. They demonstrate curiosity as they investigate

different smells and tastes, such as 'sweet' and 'salty' pasta. Through their passion, staff sometimes provide a lot of suggestions and direction. This means they don't always provide children with enough opportunities to develop their own critical-thinking skills.

- Children are strong communicators. Staff are skilled at promoting children's communication and language skills. They use effective strategies, including circle times, singing and questioning to engage children in meaningful conversations. Staff promote children's home languages, which further enhances children's ability to become skilful, confident communicators.
- Staff get to know children well from the start. They work with parents to find out about children's interests and achievements. The curriculum is built on these interests and on what children need to learn next. For example, older children are learning how to do things for themselves, such as cutting fruit and vegetables, to help prepare them for when they start school. Staff use observations and assessments to track children's progress. Leaders act swiftly to address any gaps in learning and makes referrals to ensure that all children get the support they need. They work in partnership with a number of professionals to provide children and families with as much support as possible.
- Staff have high expectations of the children and promote a good understanding of how they expect children to behave. However, some transition times during the day, such as lunchtime, are not organised as well as possible. This results in children sometimes being left waiting a long time. Some children become restless, which impacts on how they behave.
- Partnership with parents is strong. Parents value how well staff know their children and recognise the progress children have shown since starting. Communication is effective with verbal handovers being given daily. Parents comment on the 'nurturing' staff, who provide a great deal of individual care to the children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to keep children safe. They know the signs that a child may be at risk. Designated safeguarding leads take responsibility for coordinating concerns and ensuring that they are reported in an appropriate and timely way. Risk assessments are effective, which ensures that the environment is safe and secure. Staff are deployed well to supervise children closely. Staff maintain accurate records of children's personal care and health routines, accidents and attendance. Leaders have effective recruitment arrangements in place to assess the initial and ongoing suitability of staff.

What does the setting need to do to improve?

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

- continue to support staff to develop their teaching skills so that they maximise opportunities for children to think critically and lead their own learning
- review the planning of daily routines to reduce the amount of time that children have to wait without being occupied.

Setting details

Unique reference number	EY437096
Local authority	Ealing
Inspection number	10289321
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	35
Name of registered person	Stephenson, Patricia
Registered person unique reference number	RP511662
Telephone number	07799330906
Date of previous inspection	21 November 2017

Information about this early years setting

World of Children registered in 2011. It is situated in Northfields, in the London Borough of Ealing. The nursery is open from 7.30am to 6pm and operates for 51 weeks of the year. The provider receives funding to offer free early education for children aged two, three and four years. There are eight members of staff. Of those all hold appropriate early years qualifications ranging from level 2 to 6.

Information about this inspection

Inspector

Laura Rathbone

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 staff and has taken that into account in their evaluation of the setting.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector in person and in writing.
- 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.

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