

# Inspection of Faith Child Nursery

34 Park Royal Road, London, Middlesex NW10 7LN

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Inspection date: 24 July 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	Requires improvement

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

### **The provision is good**

Staff greet children warmly at the door each morning. They take time to talk to each parent when children arrive. This means that transitions between home and nursery are easy for children. Staff build trusting relationships with children, which helps children to feel secure. Children happily approach staff to enthusiastically share their ideas and to celebrate their achievements. For example, they all jump for joy and cuddle one another when they successfully throw a ball through the net.

Staff know children well. They provide activities that reflect children's interests. For example, staff follow children's lead in a dancing activity as they copy children's moves. Leaders are clear about what children need to learn and why. Staff use information gathered through their observations of children to provide meaningful experiences and to help extend their learning further. Staff help all children to make good progress in relation to their starting points in development. This includes children with special educational needs and/or disabilities and children who speak English as an additional language.

Staff consistently help children to understand the expectations for their behaviour. Staff's approach to how children's behaviour is managed has a positive impact on how well children learn what is right and wrong.

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

- Leaders have a clear intent for what they want children to learn. Staff are skilled at sequencing children's learning. Their teaching is good. Staff plan group activities consistently well to ensure that the learning of all children taking part is maximised.
- Supporting children's communication is a strength at the setting. Staff comment on what children do and, because of this, children describe their actions as they do them. For example, children carry a pot full of water and comment how heavy it is. Staff introduce new words, such as 'rotating'. They explain what it means. Children are confident talkers and happily share their views with staff. Staff listen to children with interest, which helps them to feel valued. Staff support children's long-term memory by revisiting past experiences.
- Children develop an interest in books. Staff engage children well as they animatedly read familiar stories. Children retell and re-enact the stories. For example, they make their own mixture for honey biscuits as they look at the illustrations in the book. Staff introduce a book lending scheme to support parents in reading to their children at home. Children also often visit the local library. This supports their developing love of reading.
- Staff provide children with many opportunities to practise and strengthen their

small and big muscles. Children make choices to play indoors and outdoors. They enjoy exploring malleable materials and play with water. Children participate in vigorous physical activities, including playing sports and dancing.

- Overall, children gain an early understanding of how to keep their bodies safe and healthy. For instance, children learn about healthy choices as they discuss items of healthy food and the importance of hygiene, including oral hygiene. They understand the importance of keeping their hands clean. However, on occasion, staff did not help children to understand why they should not be speaking with food in their mouth. As a result, children do not gain a consistent knowledge of the risks of choking.
- Staff are consistently supportive in helping children to behave well. They teach children breathing techniques to help them to stay calm and self-regulate their behaviour. Staff teach children the language of feelings. This helps children to recognise and talk about their emotions.
- Leaders have robust systems in place to monitor staff's practice and hold regular supervision meetings. Staff report that they feel part of the team and are well supported. Staff attend regular training and state that they feel valued.
- Parents speak highly of the caring and loving staff. They say that staff keep them well informed about their children's learning through daily chats and regular reports. Parents say their children are happy and eagerly come to the setting to play with their friends. Parents positively comment on staff's support during transition and how they ensure that children are school ready.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a suitable understanding of how to protect children from harm. They confidently describe a range of signs and symptoms that may indicate a child is at risk of abuse. Staff know what to do if they become concerned about a child's welfare. Staff are also familiar with other risks to children, including the risks to children online and from radicalisation. They know the correct procedures if there is an allegation made against an adult working with children. Leaders follow secure recruitment procedures to help ensure that staff are suitable to work with children. Staff complete risk assessments to ensure that the premises are safe for children.

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

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

- use all opportunities to extend children's understanding of practices that support their good health.

## Setting details

<b>Unique reference number</b>	2552248
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10259723
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Faith Child Nursery Ltd
<b>Registered person unique reference number</b>	2552247
<b>Telephone number</b>	07958288465
<b>Date of previous inspection</b>	21 September 2022

## Information about this early years setting

Faith Child Nursery registered in 2019. The setting is based in the London Borough of Ealing. It is open from 7am to 7pm, Monday to Friday, all year round. The setting employs four members of staff and has two volunteers. Three members of staff hold appropriate early years qualifications at level 3 and above.

## Information about this inspection

**Inspector**  
Agnes Wink

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about the nursery's practices and procedures.

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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