

# Inspection of Westbourne Early Years Centre

24 Bride Street, LONDON N7 8RP

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Inspection date: 28 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Senior leaders and the manager strive to promote an inclusive environment. They understand the needs of families in the local area and plan a broad curriculum based on children's interests and what they need to learn next. Children make progress in all areas of learning and development. Staff have attended relevant training to help them meet the needs of vulnerable children and families. Staff recognise and value diversity. Partnerships with parents are effective. Staff show respect for different cultures and promote the use of children's home languages within the setting. Children with special educational needs and/or disabilities (SEND) are generally supported very well. Staff receive specialist training to deliver interventions to support children with SEND to make good progress.

Children benefit from an experienced team, which is caring and friendly. The key-person system is effective, which means that children quickly settle into nursery routines. Staff act as excellent role models. They set high expectations for behaviour, and children behave well. They are taught to be kind and caring towards each other. Children look forward to nursery, and they are eager and happy to play with their friends. The nursery is organised well and fully resourced. Children engage in planned activities, both indoors and outdoors, and go on regular visits to a forest school. They also enjoy attending trips to places such as Paradise Park. Staff are vigilant; they ensure that the building and premises are safe and secure at all times.

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

- Older children benefit from meaningful interactions with staff. For example, children enjoy handling and reading books as staff talk to them about different insects. They explore the garden using a magnifying glass and enjoy sharing what they find. One child exclaimed, 'Look! I found another snail.'
- Older children look forward to circle time, where the cultural diversity within the setting is celebrated. For example, children can recite numbers one to 10 as they count in French. They show high levels of self-esteem and confidence in using their developing language skills.
- Older children learn new vocabulary while listening to familiar stories, such as 'Abiyoyo'. Children beam with excitement as they listen to instruments being played. Staff ask relevant questions, and children are responsive, saying, 'That's a ukulele.' However, staff's interactions are not consistently of such high quality across the whole nursery. Staff make early identifications of children who might benefit from language enrichment activities, but opportunities for children to practise and extend their communication skills are variable.
- Staff plan activities for children to develop their core strength. Children learn to develop gross and fine motor skills. They are taught to move and play in a range

of different ways. They persevere and show confidence as they handle outdoor play equipment.

- Children listen and follow nursery routines well. Children enjoy mealtimes together and are keen to help during tidy-up time. Staff teach children how to behave. They encourage children to identify good behaviours among themselves, and children suggest who should receive a 'special helper's t-shirt'. This motivates children and encourages expected behaviours, such as 'working with your friends and taking turns'.
- Staff are caring. They are responsive and recognise when children are upset. They intervene quickly to support children to manage their emotions, which promotes children's well-being.
- To address the impact of the COVID-19 pandemic on outcomes for babies, the manager identified the need to provide regular coaching for staff. Staff in the baby room provide a nurturing environment and think carefully about the resources and activities they provide. Babies enjoy interacting with peers in the ball pool. They laugh and giggle with excitement.
- Senior leaders and staff act with integrity with all families. They show high levels of respect for children. As a result, children and parents feel valued.
- Staff are encouraged to access a good programme of continuous professional development. They feel happy and are well supported. Staff enjoy working in the nursery. They receive regular supervision and training. Staff carry out their roles and responsibilities in a timely way.
- Senior leaders have established good links with outside agencies. They receive regular support from the local authority, which conducts audits. Feedback is used effectively by leaders to bring about further improvements.
- Parents report that staff are very supportive. Parents receive regular feedback about their children's achievements. Those whose children are learning to speak English as an additional language report that they are making good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Senior leaders and the manager have a robust vetting and recruitment process. The manager meets regularly with staff to ensure they remain suitable to work with children. Staff receive ongoing training, ensuring they are able to quickly intervene when children and families need extra support. Staff are able to recognise when a child might be at risk of harm or abuse. Staff follow good hygiene and care practices. The premises is safe and secure. The manager liaises with other agencies and the local authority and acts promptly to minimise the spread of illness and infection. Staff ensure that they are vigilant to minimise hazards and keep children safe.

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

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

- provide regular support to staff to help them develop the quality of their interactions with children and ensure that the ambitious curriculum for communication and language is consistently delivered throughout the nursery so that all children make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY493744
<b>Local authority</b>	Islington
<b>Inspection number</b>	10301113
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	The London Borough of Islington
<b>Registered person unique reference number</b>	RP905313
<b>Telephone number</b>	020 7527 7970
<b>Date of previous inspection</b>	10 January 2018

## Information about this early years setting

Westbourne Early Years Centre registered in 2016. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 or above. The manager holds early years professional status. The nursery opens Monday to Friday, from 8am until 6pm, for 49 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jane Ihezie

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector observed staff and children's interactions.
- The inspector met with senior leaders and the manager and checked relevant documents.

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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