

Inspection of Windermere Nursery

Church of the Annunciation, Windermere Avenue, Wembley, Middlesex HA9 8QT

Inspection date: 25 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

As children arrive at this friendly and welcoming setting, they happily wave their parents off at the front door. Staff greet them enthusiastically. Children are pleased to see their key person and peers. They settle well and have a strong sense of belonging. Children feel safe and secure in the staff's care. Children show good levels of independence. For example, they self-register, take care of their personal belongings and help to tidy toys away. The range of activities on offer stimulates children's interests. They are inquisitive and explore their environment with confidence. Younger children are well supported in small group activities.

The curriculum is sequenced well for children to extend their interest and build on what they can already do. Staff take time to get to know children and ensure that all children are settled well in the setting. They speak to parents and observe children at play to gain a full understanding of each child's learning and developmental needs. Staff are ambitious for children's progress as they help children develop the skills needed to be independent learners. Children, including those with special education needs and/or disabilities, make good progress in their learning and development.

Children show positive attitudes towards their learning and behave well. They play cooperatively and demonstrate good social skills.

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

- Staff are good role models for children's behaviour. They are polite and respectful in their interactions. Children learn to say 'please' and 'thank you' as they play together. Staff help new children to learn and understand the rules and expectations. For example, staff explain to children how running inside can cause an accident.
- The manager and staff are dedicated and enthusiastic about providing high-quality care and education. Staff are able to access a variety of training courses, both face to face and online, and these have a positive impact on outcomes for children.
- Leaders have a clear vision for what they would like children to achieve through the curriculum for communication and language. Staff know a variety of effective strategies to support children in this area. For example, staff use repetition to model language clearly, sing to the children and use visual cues such as pictures as they communicate with the children. However, there are occasions when staff do not use effective strategies consistently. For instance, at times, staff do not give children enough time to think and respond to what has been said.
- Staff observe children's interests and know what they need to learn next. Less confident children are sensitively helped by their key person to engage in new

activities. Staff make sure the resources and activities are interesting so that children are excited to learn.

- Children's good health is a priority. Staff work with parents to ensure that the packed lunches that children bring meet their dietary requirements. Children thoroughly enjoy practising a wide range of physical skills in the outdoor area. They run, balance, jump and spin hoops. They participate in vigorous physical activities, including dancing.
- Children learn to control their small-muscle movements. They strengthen their fingers as they mix and knead the malleable materials. Children practise their hand and eye coordination and use of one-handed tools as they paint, draw and make marks with pencils. These activities help children develop skills they will need to write as they get older.
- Staff teach children well about the world that they live in. Children enjoy taking part in activities for a charity and talk about helping people who are less fortunate than they are. They develop a good awareness of who they are. Staff encourage children to talk about their likes and dislikes and share their experiences with one another. Staff effectively prepare children for life in modern Britain.
- Parental partnerships are good. Parents speak highly of the setting, staff and leaders. Staff provide parents with details of their child's learning and development and the care they receive. The setting has a good understanding of what help and support is available locally. For example, they share the local 'family hub' details with parents.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding and understand the signs and symptoms of abuse and neglect. They understand the procedure for reporting concerns, including whistle-blowing. They receive regular training and supervision to keep their knowledge up to date. Leaders review risk assessments to ensure they are fit for purpose and the premises remain safe for children's use. All staff have suitability checks and hold valid first-aid qualifications. Staff are confident in liaising with outside agencies, and this promotes the well-being of the children. Staff are aware of the importance of monitoring children's attendance.

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 use existing strategies to develop children's communication and language skills consistently and optimally.

Setting details

Unique reference number	137857
Local authority	Brent
Inspection number	10304963
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	43
Number of children on roll	20
Name of registered person	Loizou, Maria
Registered person unique reference number	RP511608
Telephone number	020 8904 3327
Date of previous inspection	7 February 2018

Information about this early years setting

Windermere Nursery registered in 1995. The nursery employs five members of childcare staff. All staff hold appropriate childcare qualifications. The nursery opens during term times only and operates daily from 9am until 3pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Agnes Wink

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 her evaluation of the setting.
- The manager and the inspector completed a learning walk together. They discussed the curriculum and how the provision is organised.
- The inspector observed a range of learning experiences, indoors and outdoors, and evaluated the quality of education and the impact on children's learning.
- The manager and the inspector carried out a joint observation of an activity and evaluated the quality of teaching together.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences.

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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