

# Inspection of Andrew Memorial Day Nursery

Seventh Day Adventist Church, Glebe Road, London NW10 2JD

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Inspection date: 19 October 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

Children arrive happy to meet staff who give them a warm welcome on their arrival. Staff build strong bonds with children, providing reassurance and guidance throughout the day. This helps to make children feel safe and secure, ready to begin their learning. Staff model expectations to children, reminding them of boundaries and to be kind to one another. Staff are positive role models. Children are learning routines to prepare them for when they leave for school. Children behave well. They listen carefully, follow instructions and play co-operatively with their friends. They have a good attitude to their learning.

Children learn how to keep their bodies healthy. They learn good hygiene routines, such as washing hands before mealtimes. They participate in a group activity where they prepare a healthy fruit salad snack. Staff present various pieces of fruit such as apples, watermelon, and bananas. Children are encouraged by staff to explore the textures and smell the fruit before they begin to cut. Staff explain details of each fruit to broaden their understanding. Children observe that it is 'round' or 'oval'. They are beginning to understand mathematical concepts. When they finish the activity, they enjoy what they have prepared, and happily eat their fruit with their friends.

Leaders and staff ensure that every child has access to a broad and ambitious curriculum, which, in turn, ensures that every child, including children with special educational needs and/or disabilities, makes good progress.

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

- Staff support children's development in communication and language well. Staff use a range of strategies to build on children's language skills. They read stories to children, who excitedly use the props as they listen to 'Mrs Honey's Hat', which builds their understanding. Staff talk to children during play and add new words to broaden their vocabulary. Children, including children who speak English as an additional language, make good progress in their communication.
- Children are building their independence skills. Young children are learning the early stages of putting on their coats. Staff begin the process and allow children to finish the routine by pulling up their zips by themselves. Staff understand the importance of teaching children the stages of self-care gradually, to build their understanding. At lunchtime, children are encouraged to find their packed-lunch bags and bring them back to the table. When they finish their meal, they understand the routine to pack away and put their bags back on their peg.
- Staff support children's physical development with a range of learning opportunities. Outside, children climb the equipment and use the slide. They pedal tricycles and cars around the playground. They are beginning to learn that

sometimes they must wait their turn to use the equipment. Inside, children enjoy painting. They use large-arm movements to create paintings. They show delight in showing their artwork to staff. Children enjoy sitting on the floor and colouring and drawing in a group, on large sheets of paper. Staff support children in holding the pencil, providing help with early writing skills.

- Parents speak highly of this nursery. They feel the settling-in process helps to support their child and reassures them that their child is safe and settled. Parents appreciate the support the leader and staff provide for their child and the home-learning bags to support their reading and listening skills.
- The leader and staff provide an ambitious curriculum. This ensures that every child reaches their full potential. Children's starting points are established through ongoing discussions with parents, observations of children and knowing children's interests. This helps to plan for children effectively, based on what they know now, and what they need to know next. The leader oversees teaching effectively, however, occasionally younger children are not planned for effectively to ensure that they remain focused in their learning.
- The leader ensures that staff have regular supervision meetings where staff have the opportunity to discuss their key children. In addition, they discuss workload and their own well-being. The leader knows the importance of having happy staff to provide effective teaching. Training opportunities are identified. However, the leader recognises that training needs to be strengthened further so that staff are fully aware of safeguarding terminology to improve their knowledge further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms of abuse. They know who they need to make a referral to if they have concerns about a child. This keeps children safe from harm. The manager ensures that there are safe recruitment procedures in place. This helps to ensure that staff are suitable to work with children. Ongoing suitability checks are in place to monitor this procedure. Staff are aware of the whistle-blowing procedures to protect children. Daily risk assessments remove potential hazards in the environment, which helps to keep children safe. Good hygiene practice helps to reduce the likelihood of infection spreading.

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

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

- strengthen activities to engage and support two-year-olds, based on their interests, to ensure they develop skills to build their listening and attention skills further
- strengthen training opportunities so that staff develop a wide knowledge of

relevant safeguarding terminology.

## Setting details

<b>Unique reference number</b>	137756
<b>Local authority</b>	Brent
<b>Inspection number</b>	10308009
<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>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Phillips, Pauline
<b>Registered person unique reference number</b>	RP909369
<b>Telephone number</b>	020 8459 2184
<b>Date of previous inspection</b>	20 March 2018

## Information about this early years setting

Andrew Memorial Day Nursery registered in 1992. It is situated in Willesden, in the London Borough of Brent. The nursery is open term time only, Monday to Thursday from 8.15am to 5.30pm, and on Friday from 8.15am to 12.45pm. The provider is in receipt of funding to offer early education for children aged two, three and four years. There are eight members of staff, seven of whom hold appropriate early years qualifications ranging from levels 2 to 5.

## Information about this inspection

### Inspector

Jacqueline Halpin

## 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 their evaluation of the provider.
- The inspector and manager carried out a learning walk to discuss the curriculum.
- The inspector observed interactions between children and staff.
- The inspector spoke with parents and staff and took account of their views.
- The inspector and manager carried out a joint observation.
- The inspector looked at a range of documentation and reviewed evidence of how staff are recruited to ensure their suitability.

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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