

# Inspection of Tots First Academy

264a East Lane, Wembley HA0 3LQ

---

Inspection date:

25 October 2023

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Staff greet children enthusiastically and provide a welcoming and safe environment for them. Children arrive happy and settle well. Staff help children to develop positive relationships with one another. They know children well and find out what their interests are. Staff help children to feel secure in their surroundings. This leads to children exploring eagerly around the setting and showing positive attitudes towards their learning.

Overall, leaders want children to achieve well, and they design a broad curriculum. However, there are some weaknesses in the quality of education. Not all activities meet children's individual learning needs, and not all are suitable for their age and stage of development. There are some inconsistencies in how staff interact with children and help them to make good progress in their learning. This impacts on children's ability to concentrate and their learning is not always maximised. This hinders the progress that they make.

Staff provide children with clear and consistent reminders so that they learn right from wrong and what is expected of them. They support children with their social skills as they encourage them to share resources and take turns. This leads to children behaving well for their age.

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

- The manager has a clear intent of what she wants children to learn. However, she does not always have good oversight of how well the staff team is working, to make sure that educational programmes are delivered effectively. For example, on occasion, weaker teaching is not swiftly addressed, and targeted support is not yet fully provided. This negatively impacts on the quality of education.
- Staff read books and help children to re-enact the main events of well-known stories. Older children are exposed to conversational language during small-group times. However, overall, the curriculum for communication and language is not implemented consistently well. At times, staff do not ensure that they use correct grammar while speaking to children. Additionally, children who communicate less are not supported by staff as much as possible. This includes children with special educational needs and children who speak English as an additional language.
- Staff do not fully support children's physical health as they do not consistently implement robust hygiene procedures. For example, staff do not notice when a child coughs over play dough, which another child then puts in their mouth. In addition, staff do not always ensure that children wash their hands directly before eating lunch.

- Children play outside daily. They enjoy running, climbing, using wheeled toys, and exploring water activities. Staff provide opportunities for children to practise their mark-making and small-physical skills. Children join in with drawing and use tweezers to make colourful patterns out of the small items provided, such as wool balls.
- Staff assess children's development to help them to understand the children's capabilities. They plan activities based on children's interests. However, staff do not always carefully consider what they want individual children to learn from activities. At times, staff intervene too much and rush children to achieve the end product of the activity. This means that children are not always fully supported to build on what they already know and can do.
- Children take part in singing and dancing activities. However, the implementation of whole-group activities is not successful. Sometimes, there is not enough space for each child to move freely. Some whole-group activities are lengthy and do not consider the children's individual needs. As a result, some children lose focus and become disinterested.
- Staff support children to use good manners and be kind to one another. Older children begin to recognise and talk about their emotions and feelings. Staff monitor the level of noise during activities. They understand the impact of high levels of noise on children's behaviour and learning.
- Parents speak positively about the setting. They say that their children are happy and staff are welcoming. Parents feel that they have positive communication with the staff team, which helps with children's transition from home to the setting.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to recognise indicators that a child may be at risk of harm. They are aware of the correct procedures to follow if there is a concern about a child or an allegation made against a member of staff. All mobile phones are kept away from areas used by children. Staff carry out effective risk assessments of the areas and equipment used by children. Staff are vigilant and supervise children at all times. Recruitment procedures ensure that required checks are completed on staff to check that they are suitable to work with children. Staff hold relevant first-aid qualifications. This means that they have knowledge of what to do if a child has an accident or injury.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
--	-----------------

provide targeted training, support, coaching and mentoring to help staff to improve their teaching skills and the quality of education to good or higher levels	29/11/2023
improve the monitoring of the curriculum implementation for communication and language and provide high-quality interactions for all children, particularly children with special educational needs and those who speak English as an additional language	29/11/2023
improve existing hygiene procedures to prevent the spread of infection and contamination and to consistently support children's good health.	29/11/2023

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

- develop clearer links between the intent and delivery of activities to shape these to the learning needs of each child
- help staff to plan and implement group times more effectively to meet children's needs and promote learning.

## Setting details

<b>Unique reference number</b>	2674949
<b>Local authority</b>	Brent
<b>Inspection number</b>	10313029
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	36
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Inza Group Ltd
<b>Registered person unique reference number</b>	2674947
<b>Telephone number</b>	07917671123
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The nursery registered in 2022. It operates from the ground floor of a converted house in Wembley in the London Borough of Brent. The nursery opens weekdays between 8am and 6pm, all year round. The provider employs five members of childcare staff. Of these, four hold childcare qualifications ranging from level 2 to level 6. The setting provides funded early 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation.
- A joint observation was completed with the manager to find out how staff are monitored and supported in their professional development.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023