

Inspection of George's Pre School Ltd

Feltham Community College, Browells Lane, FELTHAM, Middlesex TW13 7EF

Inspection date: 15 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The provider's curriculum supports children to build positive attitudes to learning. Children demonstrate high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other.

Staff greet children warmly and are attentive. Children arrive eagerly, settle and get involved in the play experiences that staff have prepared for them.

Promoting children's independence skills is a key strength. Children take great pride in practising putting their coats on and taking them off. They help with setting out their snacks and at mealtimes, alongside staff. Staff set clear expectations for behaviour and routines. For example, when children want to play on a toy that someone else is using, staff use timers to help children know when it is their turn. Consequently, children learn to respect each other, share, take turns and play cooperatively. Staff teach children about how to keep safe. Children identify risks in their environment and develop their vocabulary, looking for anything 'broken' or 'dangerous'. This helps children learn about what they can do to play safely. These are essential skills to help them prepare for their next stage in learning.

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

- In the main, the curriculum is well designed. The provider has thought carefully about what they want children to learn and in which order. The key knowledge that staff must teach to children is clearly set out in most areas of learning.
- The provider has close links with the local authority early years team. This provides an external overview of the setting and helps the provider to reflect and make continuous improvement. The provider identifies gaps in teaching, such as mathematical development, and recognises that supporting children's early acquisition of counting and number is an area for further development. Staff supervision is in place to support staff practice to help improve children's outcomes.
- Staff are good role models. They support children to build positive social interactions through guided play. Staff explain the rules of games that children enjoy playing together, helping them practise how to cooperate and collaborate. Children enjoy singing the 'Hello' song together and build rapport with others.
- Staff help children learn about the importance of early hygiene and self-care. Children learn to understand the importance of washing their hands and tidying up. Staff teach children to wipe their noses and prompt them to look in the mirror to see what it is they are doing and where to place the tissues on their face. This contributes to children's sense of self-care and healthy habits.
- The programme for communication and language is strong. Staff explain new

ideas clearly and in a way that captures the interests of children. Staff use their interactions with children well to develop children's language and vocabulary. Staff are quick to build on children's interests and are responsive when children demonstrate curiosity. They take most opportunities to reinforce language and to give children the confidence to use their vocabulary in different contexts.

- Staff provide hands-on experiences for children to handle the food they eat. Children benefit from nutritious snacks and meals, promoting good nutrition. This supports children's understanding and appreciation of healthy choices.
- Staff know how to develop links with other professionals to support children with special educational needs. Staff work closely with parents to promote continuity of care and learning for children. Parents report they are happy with the nursery.
- Occasionally, staff do not use explanations with children to help them understand changes to the way they are doing things, such as introducing spoons to serve with from shared bowls at snack time. This means children do not always understand the rationale behind what they are being asked to do.
- Occasionally, staff do not remind children to listen to each other. For example, during circle time when staff ask them questions, children miss hearing what their friends are saying because they all call out. This does not support their listening skills.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures staff understand their safeguarding responsibilities and are clear about how these fit into their role as part of their daily routines. The designated safeguarding lead and staff know to contact their local multi-agency safeguarding hub if they have a safeguarding concern about children. Systems to check staff's suitability are in place to make sure they are safe to work with children. Staff and children diligently assess the premises for risks, including the outside play area to make sure it is safe to use.

What does the setting need to do to improve?

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

- strengthen curriculum delivery even further to focus support on children's progress and help them understand the rationale for any changes made to how they do things
- help children practise their listening skills, in particular when others are speaking.

Setting details

Unique reference number	EY402608
Local authority	Hounslow
Inspection number	10305114
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	26
Number of children on roll	27
Name of registered person	George's Pre School Ltd
Registered person unique reference number	RP529392
Telephone number	020 8831 3035
Date of previous inspection	12 February 2018

Information about this early years setting

George's Pre School Ltd registered in 2009. It operates from a single-storey building based within Feltham Community College, in the London Borough of Hounslow. The nursery is open from 8am to 5.30pm, Monday to Friday all year round, except for a week at Christmas. The nursery employs five staff who hold appropriate early years qualifications. It receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Seema Parmar

Inspection activities

- This was the first routine inspection the nursery 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 their children to learn.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.

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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