

Inspection of Cybertots at G.W.Q

Unit 1, Trico House, Ealing Road, BRENTFORD, Middlesex TW8 0GD

Inspection date: 24 January 2024

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

Children happily arrive at the nursery to start their learning. Leaders and managers implement effective procedures to help children settle. For example, they offer home visits and gather valuable information about children's routines, learning and development. Children develop warm relationships with their key person and other staff. They are happy and content and enjoy exploration in a safe and secure environment.

Leaders implement an ambitious curriculum for all children, including those with special educational needs and/or disabilities (SEND). This helps children make good progress from their starting points. Staff create opportunities for children to develop their learning in all areas. For example, staff encourage babies to explore learning through their senses. Very young children use their muscles as they squeeze slices of lemon during a sensory activity. Staff encourage children to develop independence. Children serve and tidy up after themselves during mealtimes. They know how to put their coats on when going outdoors. Staff support children to learn skills that prepare them for the next stage of learning.

Staff have high expectations for children's behaviour and know how to support children's emotional well-being. For example, they develop social stories to aid children's understanding of positive behaviour and share their strategies with parents to implement at home. Children benefit from extra-curricular activities, including Spanish, dance lessons and storytelling.

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

- Leaders and managers continue to support individual staff to build on their teaching skills. Staff benefit from professional development opportunities in their area of interest. This encourages staff to progress professionally. Leaders and managers seek support from the local authority advisory team to deliver training to support specific groups of children. For example, staff in the baby room recently completed training to encourage positive interactions. This improved the quality of learning experiences for babies.
- Staff feel valued and supported in their roles. Leaders and managers listen to staff and provide them with professional as well as emotional support. This benefits the staff's well-being.
- Staff know children well and plan activities based on their interests and next steps in learning. For example, they create car parks and car-washing activities for those interested in cars. This supports children's enjoyment while they learn new skills.
- Children are kind to each other and understand the importance of sharing and turn-taking. They listen well to staff and enjoy helping with different tasks

throughout the day.

- The special educational needs coordinator (SENCO) and staff understand children's individual needs and are passionate about delivering quality learning experiences for children with SEND. They provide plenty of opportunities for children to self-regulate, which include jumping on a trampoline.
- Children eagerly explore the outdoors. They enjoy using apparatus and spending time in the quiet garden, where they grow and look after vegetables. For example, they grow pumpkins, peas and potatoes, which they enjoy picking and later eating.
- Staff build on children's vocabulary, including through reading, meaningful discussions and rhymes. However, there are occasions when staff do not allow children enough time to think and respond to questions before they answer themselves or ask them another question. This limits children's thinking and imagination and does not fully support their communication.
- Staff support children's understanding of healthy lifestyles effectively. For example, children follow good hygiene procedures as they wash their hands before mealtimes. Children enjoy healthy and nutritious meals and learn about the importance of brushing their teeth.
- Partnership with parents is very strong. Parents are very happy with the care and learning experiences their children receive. Staff encourage them to share children's learning from home. This provides continuity in children's learning. Parents regularly provide feedback on what they would like to improve in the setting. They are invited to a range of workshops to support them and their children's learning.
- Children learn about the world through a range of experiences. For example, they visit local shops and care homes. Children develop a sense of respect for other people, including people who help us.
- Staff understand their safeguarding responsibilities. They know how to identify and report their concerns about children or staff. Staff are vigilant and teach children how to stay safe, including by giving clear instructions during play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide enough time for children to think and respond to questions to further support their thinking, imagination, and communication and language skills.

Setting details

Unique reference number	EY475302
Local authority	Hounslow
Inspection number	10318388
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	120
Number of children on roll	94
Name of registered person	Cybertots at GWQ
Registered person unique reference number	RP907562
Telephone number	020 8560 5821
Date of previous inspection	29 November 2018

Information about this early years setting

Cybertots at G.W.Q registered in 2014. It is located in Brentford, in the London Borough of Hounslow. The nursery is open all year round, Monday to Friday, from 7.30am to 6pm, except for bank holidays. It provides funded early education for children aged two, three and four years. The nursery employs 31 staff members. Of these, one holds qualified teacher status, and 19 have relevant early years qualifications, ranging from level 2 to level 4.

Information about this inspection

Inspectors

Katarina Hustava
Becky Phillips

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the nursery.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- The inspectors spoke to staff at appropriate times during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager carried out joint observations of a small group activity with the inspectors.
- Parents shared their views of the nursery with the inspectors.
- The deputy manager provided the inspectors with documentation to demonstrate the suitability of staff.

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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