

Inspection of The Eye Nursery Limited

Eye Nursery, Dawlish Drive, Ruislip, Middlesex HA4 9SF

Inspection date: 14 February 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Staff do not plan interesting activities linked to children's current interests. Planning is not individualised to include learning intentions for children at the next stage of development. Children do not make good progress, as the curriculum is not ambitious, sequenced and well planned for all children. Staff do not consider what they want children to learn and how they are going to extend children's knowledge.

Younger children do not make the best possible progress in their language development, as interactions are not of a consistently high quality. Staff do not introduce new words or engage in meaningful back and forth exchanges to support children's use of language. During adult-led group activities, older children's vocabulary is not extended, as new language is not introduced and modelled. For example, staff do not familiarise children with different words to describe the same thing.

Children appear happy, and they separate from their parents with ease. Children do not behave well. This is because staff do not have consistently high expectations for all children's behaviour all the time. Some routines, such as tidy-up time, are introduced well. For example, children attempt to beat a timer. However, staff do not ensure that all children fully participate by putting resources away in the correct drawer or box. Children who complete the task are not recognised or praised for their participation.

Children with special educational needs and/or disabilities are identified and necessary referrals are made to agencies for additional support. However, staff wait to implement known support strategies and, as a result, children's progress is delayed.

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

- Leaders have not implemented an ambitious and sequenced curriculum which has high expectations for all children. Leaders describe how they want children to be good communicators, interact socially and develop their independence in preparation for school. However, staff do not embed these behaviours into activities and routines. Children do not make good progress in their independence and self-care skills, as staff serve children all snacks and meals, and they select and put on children's coats. Staff carry young children rather than encouraging them to develop their independence by walking.
- Staff lead group activities. Children come together to identify animals by their key features. Children call out animal names as staff describe a long neck or a bushy mane. Some children join in to explain what 'extinct' means, saying, 'They are no longer alive,' when a dinosaur is introduced. However, positive behaviour

rules are not followed, as staff do not support children to take turns, listen to their peers or give all children the opportunity to have a go. Children become distracted, as staff have not managed the group sufficiently to engage all children in purposeful learning.

- Staff do not effectively build on what children already know and can do. Planning does not include activities to address any gaps in children's learning. Furthermore, staff do not have high expectations for all children's learning, particularly for the older children. Staff do not focus planning on the provision of consistently good opportunities to extend children's learning, develop their thinking skills and engage in purposeful play. Consequently, all children are not making good progress in their learning and development.
- The key-person system is not effective. Plans exist for new children to settle into the nursery. Key persons are allocated when children have completed this transition. However, this is not clearly communicated to parents and they are unsure of whom to approach and share information on their child's care. This results in children's emotional well-being not being supported, as children do not have a named member of staff to build a close relationship with during their transition into the nursery.
- Parents report that they are happy with the communication they receive on children's care. They know what activities their children have been doing and what they have eaten and drunk during their time at nursery. However, parents are not made aware of the stage of their child's development, the next steps for their children's learning and what staff are planning to teach them next.
- Leaders describe how staff have access to a wide range of ongoing professional development. Staff share key aspects from training with colleagues during team meetings. However, leaders do not have an effective system in place to assess the impact of this training on staff's knowledge and practice. This means that staff are unsure on how they can raise the quality of education for all children in the setting.
- Leaders and managers follow safe recruitment procedures when employing staff to ensure their suitability to work with children. Gaps in employment, references and Disclosure and Barring Service checks are requested and screened prior to new staff being offered a starting date in the setting. However, Ofsted was not notified about the recent change in manager, which is an early years foundation stage requirement.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement a curriculum that is ambitious and sequences children's learning and development to ensure all children make good or better progress	05/04/2024
improve planning of the curriculum, to take into account children's interests and current abilities, to build on what children already know to ensure all children make good or better progress	05/04/2024
provide effective support for staff, including coaching, mentoring and tailored training to ensure good or better outcomes for children	05/04/2024
leaders to implement a system to assess the impact of training on quality	05/04/2024
support staff to consistently manage children's behaviour	05/04/2024
improve understanding of changes to be notified to Ofsted and the timeframe in which to do this in	05/04/2024
review the current arrangements for allocating key persons, to ensure children's emotional wellbeing is supported as they transition into the setting	05/04/2024
provide information to parents on their children's development and next stage of learning.	05/04/2024

Setting details

Unique reference number	139103
Local authority	Hillingdon
Inspection number	10333577
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	2 to 8
Total number of places	40
Number of children on roll	169
Name of registered person	The Eye Nursery Limited
Registered person unique reference number	RP517495
Telephone number	01895 636765
Date of previous inspection	12 September 2019

Information about this early years setting

The Eye Nursery Limited, previously known as Lady Bankes Eye Nursery and Before & After School Club, registered in 1997. It is located within the grounds of Lady Bankes Primary School in Ruislip, in the London Borough of Hillingdon. The setting provides breakfast and after-school care, as well as full day care. The breakfast club operates from 7.30am to 8.40am and the after-school club is open from 3pm to 6pm, on Monday to Friday during school term times. The nursery runs from 7.30am to 6pm on Monday to Friday, all year. A holiday club operates from 7.30am to 6pm. The provider receives funding to offer free early education for children aged two, three and four years. There are 30 staff working with the children across the setting, 13 of whom are qualified at levels 2 to 6.

Information about this inspection

Inspector

Bernie Dunne

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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Piccadilly Gate
Store Street
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