

Inspection of Westfield Nursery at Queen Mary University of London

406-408 Bancroft Road, Tower Hamlets, London E1 4NS

Inspection date: 20 March 2024

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| 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 are happy and well cared for in this warm and welcoming nursery. They form good relationships with the very caring and attentive staff. Staff are responsive to what children need and want. For example, when a child who is settling in starts to feel upset, a member of staff expertly distracts them by asking them to help her to sweep the floor. The child joyfully joins in with her and then carries on playing independently.

Staff plan a curriculum around children's individual needs and next steps for learning. Staff also take account of children's interests when planning and adapting the curriculum. For example, children experience different trips, such as to a natural history museum, the duck pond, and local shops. This helps children to make good progress in their learning and development. Children are always fully engaged and enjoy the learning experiences available to them.

Children's behaviour is good. They listen to the staff and participate in the activities. Children are patient with each other and the staff. They respect the 'golden rules' of the classroom. Children remind each other of behaviour expectations and praise each other for following them by chanting 'well done you'.

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

- Communication and language development is promoted well by staff at this nursery. Children enjoy a range of stories and books throughout the day. Children of all ages listen with keen interest to the variety of books that they have access to. In the garden, staff encourage children to read books to themselves and each other. They share what they can see in the pictures with their friends. There is a constant stream of meaningful chatter with the older children. Younger children use simple words to communicate and babies are encouraged to babble as they gesture.
- All children make good progress with their language development, including children who speak English as an additional language. Staff work in partnership with parents to support these children by using resources, such as word books, between home and the nursery. Children use resources, including 'now and next' boards to follow the routine of the room confidently.
- Staff are well supported by the management team. Regular supervision meetings encourage staff to further their own development, such as implementing new ideas and attending training courses. The manager has a clear vision for improvement and continually reflects on the needs of the children and her staff to implement beneficial changes.
- Parents are happy with this welcoming nursery. They comment that this is a home-from-home nursery that their children thrive in. Parents are pleased with

the progress that their children have made since starting. They are confident to bring any concerns to the manager and feel that they will be listened to. Parent partnerships are important to all the staff. They invite parents into the nursery to celebrate the diverse cultural events that are special to their children.

- All children are taught to be independent in their learning and play. Staff understand what children can already do and challenge them to build upon this. By the time the children reach the pre-school room, they have mastered key independence skills to get them ready for school. All children are confident to play and explore their rooms. Staff speak encouragingly towards them and praise these skills.
- Staff support children to play together cooperatively. Children play turn-taking games where they patiently wait for their turn. They have great fun as they hide the bear's honey pot and ask each friend who has it behind their back. For the most part, staff provide consistent experiences to motivate children to play and learn. However, there are times during certain periods of the day, such as lunchtimes, when children lose focus as they have to wait.
- Children's physical development is actively promoted in this nursery. Young babies are encouraged to take their first steps, toddlers are taught to use the stairs carefully, and older children are challenged to climb high equipment. Children are given daily access to the newly renovated garden. Staff teach children a range of skills outside, such as balancing, jumping, and threading small objects.

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:

- review the organisation of events, such as lunchtime, to help consistently engage children in play and learning.

Setting details

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| Unique reference number | EY218414 |
| Local authority | Tower Hamlets |
| Inspection number | 10316974 |
| 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 | 65 |
| Number of children on roll | 68 |
| Name of registered person | Queen Mary University of London |
| Registered person unique reference number | RP520276 |
| Telephone number | 0207 882 2790 |
| Date of previous inspection | 24 May 2018 |

Information about this early years setting

Westfield Nursery at Queen Mary University of London registered in 1991. The nursery is open Monday to Friday from 8.30am to 5.30pm for 48 weeks per year. The provider employs 16 staff. The provider receives funding for the provision of free early education for children aged two and three years.

Information about this inspection

Inspector
Rivka Bick

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 viewed the provision and discussed the safety and suitability of the premises.
- 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 at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the nursery 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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