

Inspection of Nicoll Road Nursery School

Nicoll Road Nursery School, 40 Nicoll Road, LONDON NW10 9AB

Inspection date: 24 April 2024

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

What is it like to attend this early years setting?

The provision requires improvement

The leadership team sometimes fails to ensure that children's individual care needs are suitably monitored. Nonetheless, leaders and staff understand the signs and symptoms of abuse and know whom to make referrals to if there are concerns about a child or an allegation against a staff member.

Children arrive at nursery to a warm welcome from staff who are kind and nurturing. Staff understand the importance of building strong bonds with children so that they feel safe and secure, ready to begin their learning. Babies are given reassuring cuddles and older children often share their play experiences with staff. Staff are positive role models who help children to follow routines and gently remind them of expectations during the day. Unwanted behaviour is swiftly managed, with kind words and alternative choices for children to make. When children play in the role play area, they help each other dress as doctors, and demonstrate kindness before they begin to play. Children behave well and have a positive attitude to learning.

Leaders are ambitious for every child to make good progress. The curriculum is varied and well thought through so that children have access to a wide range of learning opportunities. Children make good progress in their development.

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

- Occasionally, children's individual care needs are not adequately considered. Parents are, occasionally, not notified of significant incidents. However, leaders have already put in place processes to improve practice and minimise ongoing risks to children. The impact of this cannot yet be measured as consistent practice at this stage. This lapse does not affect the quality of education, or children's positive behaviour and attitudes to learning.
- The leadership team has worked hard to make the necessary improvements identified since the last inspection. Staff attend regular training and the leader has engaged in support from the local authority. Staff say that they receive regular supervision from the leadership team, which helps to identify their areas of strength and areas that may need support. Managers ask staff about their workload and their well-being. Staff say that they feel valued in the nursery.
- Staff help children to build their physical skills well. Children strengthen their finger muscles by making play dough. They roll, stir and squeeze the mixture as they count spoonfuls of flour into the bowl. This helps children to develop early writing and mathematical skills. Staff support children to climb and kick balls in the garden. Children whoop in delight as they play 'What's the time, Mr Wolf?' with staff who engage children. During weekly yoga sessions, older children follow familiar instructions as they stretch their bodies.

- Staff support children to learn about the world around them as they feed the rabbits and chickens daily in the garden. Leaders and staff help children celebrate what makes them unique and learn how to embrace the community around them. Parents are encouraged to visit and share their cultural experiences, which children enjoy.
- Parents speak highly of the nursery and the kind and caring staff. They appreciate the well-thought-through settling-in process, which includes a home visit so that the nursery begins to learn about the child's family and their care and learning needs. Parents say that communication is regular and helps to reassure them that their children are happy in nursery and making good progress.
- Staff teach children communication and language skills. Staff talk to children throughout play and extend their vocabulary. Children who speak English as an additional language are supported well and make good progress in their communication skills. Staff take the time to learn key words in children's home languages, so children feel included. However, occasionally, newer, less-experienced staff miss opportunities to talk to children and build their vocabulary further.
- Children build their independence skills to prepare them for school. They learn how to put their coats on and how to take them off. Older children arrive at nursery and are encouraged to hang their coats on their named peg. Children learn from a young age how to use cutlery, and staff are patient as children learn the skill. However, during mealtimes, children are often served food and given their drinks when they are able to do this by themselves.

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, the provider must:

	Due date
ensure children with individual care needs are adequately planned for and procedures are robust so that all staff have good knowledge to manage their needs	08/05/2024

ensure that notifications of incidents are recorded and parents are notified, to monitor the well-being of the child.	08/05/2024
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To further improve the quality of the early years provision, the provider should:

- strengthen communication and language so it is promoted consistently, in particular by less-experienced staff
- strengthen how children build their independence skills, in particular in some rooms during the mealtime routine.

Setting details

Unique reference number	EY439971
Local authority	Brent
Inspection number	10325847
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	1 to 4
Total number of places	50
Number of children on roll	42
Name of registered person	SAI Children Centre Ltd
Registered person unique reference number	RP530212
Telephone number	02089616648
Date of previous inspection	9 November 2023

Information about this early years setting

Nicoll Road Nursery School registered in 1992. The nursery is open each weekday, from 8am to 6pm, throughout the year. The provider employs 17 staff, including two catering staff. There are nine staff who hold appropriate early years qualifications at levels 2 to 6. One member of staff holds a foundation degree in early years and another holds early years professional status. The remaining staff are unqualified. The provider receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqueline Halpin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector carried out a learning walk to discuss the curriculum.
- The inspector spoke to parents and took their views into account.
- The inspector observed interactions between staff and children.
- The manager and inspector carried out a joint observation of a group activity.
- Staff were able to share their views, which were taken into account.
- 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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