

# Inspection of A Perfect Start

St. James Church Centre, Stanley Avenue, WEMBLEY, Middlesex HA0 4JB

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Inspection date: 5 September 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## What is it like to attend this early years setting?

### The provision is good

Staff implement the ambitious curriculum well. They provide a safe, secure and stimulating environment, where children feel confident to investigate the good range of resources and become independent learners. For example, children complete puzzles and concentrate hard when make construction models with their friends using large octagon shapes. Staff support children to develop good hand-eye coordination, and social skills.

Staff welcome children with an enthusiastic smile and conversation, so children immediately engage with them and are happy to part from their parents and carers. Staff support new children very well. They tailor settling-in sessions to meet children's and families' individual needs. This helps children feel safe and secure. There are strong relationships formed with children and the staff. Children are happy and confident in their play and staff delight in their achievements. This underpins children's highly positive attitude to learning and eagerness to keep trying at new skills.

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

- The manager has an ambitious curriculum. After the COVID-19 pandemic, the manager has changed its curriculum, placing a strong focus on children's well-being and communication and language. The manager is very passionate about how they give children firm foundations, not just to prepare them for school, but for their lifelong learning. They have a very good understanding of what they intend for children's development before they move on to school.
- Children have highly positive attitudes to learning. Children make pretend pizzas with staff. They talk about what fruit and vegetables will go on top of their pizzas. Staff support children to count their pizza toppings and talk about quantities when they hand out slices of pizza. This encourages children to secure understanding of various mathematical concepts.
- Children develop important practices to keep themselves safe and healthy. Children of all ages become independent. For example, children serve their snacks and pour their drinks, and find their own belongings.
- Children take pride in their achievements and their behaviour is good. Staff help them to share, have respect for others and resolve any conflict. They provide a nurturing environment, quickly identifying children who need additional support in managing their feelings. Children are emotionally secure and have good relationships with each other and staff.
- Staff teach children new skills during large-group activities, such as singing songs during circle time. Older children participate and join in with familiar songs. However, on a small number of occasions, new and younger children who are not yet developmentally ready are expected to take part in large-group

times. This means that some children do not benefit fully from these larger-group sessions.

- Effective monitoring ensures that staff know the children well and quickly notice any gaps in their development, seeking early help when needed. The special educational needs coordinator works closely with staff and outside agencies to help children quickly catch up. Staff plan engaging activities, which children are eager to take part in. For example, they enjoy making their own paints, mixing various powder coloured paint and water and observing the changes in the mixture. However, not all staff make full use of children's experiences to further extend their understanding of how one thing can cause an effect on another.
- Partnerships with parents are one of the key strengths of the setting. Parents are extremely positive about how staff work with them. They confirm that they receive good communication. Daily discussions at handover enable children to receive consistent care and learning. In addition, parents receive regular information about their children's development, routines, and ways to support them at home. Parents cannot speak highly enough about the nurturing staff.
- Staff receive effective support from the manager. Through constant supervisions and evaluations, the manager focuses on ways to develop their service, seeking the views of parents, staff and children. For example, the manager responded to the local borough's need to ensure oral health was a priority for young children. She planned several parents' coffee mornings and workshops to provide information on the importance of brushing teeth and encourage discussions about the importance of maintaining good oral hygiene.

## **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:**

- consider how to adapt teaching during large-group times for children who are not yet ready to take part
- support staff in consistently helping older children to understand about cause and effect, to extend their knowledge and understanding of the wider world.

## Setting details

<b>Unique reference number</b>	EY423939
<b>Local authority</b>	Brent
<b>Inspection number</b>	10351585
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Redhot Dragon Limited
<b>Registered person unique reference number</b>	RP530472
<b>Telephone number</b>	02089026231
<b>Date of previous inspection</b>	27 September 2018

## Information about this early years setting

A Perfect Start nursery registered in 2011. It is situated in the London Borough of Brent. The nursery is open Monday to Friday from 8.30am to 4pm term time only. The nursery employs six members of staff to work with children. All staff hold relevant early years qualifications from level 2 to level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anahita Aderianwalla

## 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 nursery manager and inspector completed a learning walk together to discuss the early years curriculum.
- The inspector spoke to staff at convenient times during the inspection and observed the quality of education being provided.
- The nursery manager and inspector carried out a joint observation during a planned activity and discussed the quality of teaching and the impact this was having on children's development.
- The inspector spoke with parents and children and took account of their views.
- The nursery manager and inspector discussed the leadership of the setting and the inspector sampled documentation.

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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