

Inspection of First Years Pre School Ltd

Trinity Church, Hindes Road, Harrow HA1 1RX

Inspection date:

5 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The nursery is going through a significant period of change. Leaders have a clear vision for the nursery; however, some of the new ideas are not yet fully embedded into practice. They need more time to successfully implement the changes.

The quality of education that children receive is not consistent across the nursery. Interactions between the staff and children are variable. On occasion, some staff do not build effectively on children's interests as they play by asking questions and stimulating their curiosity. This results in some children losing interest and wandering around with less purpose to their play. Some staff do not always support children to learn about managing their feelings and behaviour.

Nevertheless, children familiar with the nursery leave their parents with ease when they arrive, being met at the door by welcoming staff. This supports the children to feel safe and secure. Appropriate support is given to promote children's emotional security. Staff are kind and caring and children form close bonds with them. Babies receive nurturing care and support. Staff promote older children's independence by encouraging them to take off their own coats and hang them on their designated pegs. They enable children to choose what they would like to play with.

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

- Leaders acknowledge there are improvements to be made in the nursery. They have built a new staff team and they are keen to build a nursery that is welcoming and accessible to all, supporting children to achieve the best outcomes. However, this is not yet embedded and, consequently, children are not yet being consistently provided with the opportunities to make progress across the breadth of the curriculum.
- Leaders have devised an appropriate curriculum for each age group in the nursery. They have a clear understanding of what they want children to learn. However, their vision for a rich and broad curriculum is still in its infancy. Not all staff have a good enough understanding about what children need to learn next and how to plan for this effectively. As a result, although children make some progress in their learning, they do not make the progress of which they are capable.
- Although focused activities are planned and provided for the children, children quickly lose focus. They flit around the room and their behaviour deteriorates. This is due to some weaknesses in new staff not being fully aware of children's individual learning needs. This is because of the recent changes to the staff team. As a result, staff do not plan activities that consistently motivate children to engage and learn. Therefore, teaching is not yet sharply focused on closing the gaps in children's knowledge, and the overall quality of teaching throughout

the nursery is too variable.

- Staff do not consistently support children to behave well and understand what is expected of them. For instance, some staff use the phrase 'walking feet' to support children to learn not to run inside, while others use the phrase 'teddy bear walk'. Inconsistent support in relation to managing behaviour and feelings means some children remain frustrated and struggle to share resources with their friends. Staff can then be distracted from continuing to support the remaining children's play.
- Children with special educational needs and/or disabilities are identified quickly and appropriate referrals are made as needed. The need for consistency for these children has been prioritised, and the practitioners who support these children know them well and understand their individual needs. Staff work with parents and other professionals involved in children's care to implement plans and targets; however, some of the strategies used to support children are not always implemented consistently.
- The managers and staff place a high priority on supporting the families of the children in their care. They develop respectful relationships with parents and warmly welcome them into the nursery. Staff work closely with parents when their children are settling in, and parents are encouraged to join their children for those initial sessions. Staff also use these opportunities to encourage parents to share information about their child, including required care and their stage of development. This is effective in supporting transitions from the child's home to the nursery. Parents comment positively about the nursery.

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:

- ensure all staff receive a targeted programme of professional development to help improve the quality and consistency of their practice, specifically in relation to the age range they support
- improve behaviour management procedures and provide consistent messages for children to help them to understand how their feelings and behaviour may impact on others
- help all staff to understand the curriculum intentions and implement them consistently.

Setting details

Unique reference number	2699448
Local authority	Harrow
Inspection number	10359589
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	0 to 4
Total number of places	89
Number of children on roll	120
Name of registered person	First Years Pre School Ltd
Registered person unique reference number	2699447
Telephone number	07463 439640
Date of previous inspection	Not applicable

Information about this early years setting

First Years Pre School Ltd registered in 2022. The setting operates from a church hall in Harrow in the London Borough of Harrow. It opens on weekdays, between 8am and 6pm, 51 weeks a year. It offers funded places for children from nine months to four years old. The company directors are the manager and deputy manager and both hold a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Michaela Hipwell

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 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation during a planned activity.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector 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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