

# Inspection of Aplomb Day Nursery and Preschool

Rear Hall, Holy Trinity Church, Medway Drive, Perivale, Greenford UB6 8LN

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Inspection date: 8 January 2025

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Leaders and staff are enthusiastic, caring and friendly. Upon arrival, the children are warmly greeted by the staff, children are eager to play and reconnect with their friends. Staff develop an ambitious curriculum for the children who attend. They ensure that all learning areas are integrated into daily activities and routines. The indoor and outdoor learning environments are safe, secure and well organised. Children settle quickly and confidently explore interesting activities. For example, children learn about insects through playful exploration. Older children use play dough to create various insects while staff discuss the body parts. These hands-on activities helps them learn about nature and the names of insects, like spiders, beetles and cockroaches.

Staff support children's speech and language skills effectively. For example, as children play, they engage with them by discussing what they are doing and what they wish to do. Staff read stories, sing songs and recite rhymes. They introduce and repeat words while speaking clearly to young children, which helps to expand their vocabulary. All children, including those who speak English as an additional language, make good progress in their communication and language. Staff also support children's personal, social, and emotional development effectively. Children learn to be considerate of one another, and their independence is encouraged. For example, children put on aprons before painting and readily take turns using paint pots and other resources. Children are eager and well motivated to learn. These attitudes prepare them well for their next stage of learning.

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

- Overall, the curriculum is well planned and builds on what children know and can already do. Staff interact positively and play alongside children to support them to extend learning in their self-chosen play. For example, older children thoroughly enjoy using the Chinese role-play restaurant and pretend to eat with chopsticks. However, at times, staff plan activities for children without a clear learning intent. While children are eager to participate, the lack of precise planning limits the effectiveness of learning opportunities.
- Children generally behave well. They are friendly and eager to help, especially when it comes to setting up activities and tidying up. Staff use praise effectively, which contributes to the children's emotional well-being. However, some older children occasionally become overly excited, and staff do not consistently remind them about the rules and appropriate behaviours.
- Staff encourage healthy lifestyle choices by providing a variety of well-balanced meals and snacks. Drinks are accessible for children throughout the day. In addition, children enjoy playing outdoors. For example, babies climb on low-level apparatus, and toddlers enjoy riding wheeled toys and playing skittles. Children

enhance their physical skills and enjoy the challenge of outdoor play equipment.

- The staff in the baby room are attentive and caring towards the children's needs. Older babies show curiosity and confidence as they explore their surroundings. For instance, they enjoy playing with peg puzzles, engaging in water play, and pressing parts of interactive toys to discover what happens next.
- Staff develop older children's early writing skills, good pencil grip and control when using a range of drawing and mark-making tools. They support children to count accurately and to talk about size as they make models with construction blocks. This helps them to develop good mathematical skills. Children have a strong interest in learning. They enjoy books and stories, which help them develop early reading and writing skills.
- Staff routinely observe children during their play and use this information to plan activities for children's individual learning needs. Leaders meet regularly with staff to discuss their key children's progress and complete tracking documents to help them identify any gaps in learning. All children, including children with special educational needs and/or disabilities (SEND), make good progress from their individual starting points.
- Leaders support their staff effectively. They regularly assess staff knowledge and provide access to training that enhances their practice. Additionally, they offer targeted professional development opportunities and closely monitor staff performance.
- Leaders and staff provide good support for children with SEND. They work closely with parents and professionals to gather all the necessary information to create individual support plans for children. Parents express satisfaction with the care provided by staff and the progress their children are making.

## **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:**

- enhance staff understanding of how to better support older children during planned activities, enabling them to gain the intended learning and skills
- support children further to manage their own behaviour by deepening their understanding of why they need to follow rules.

## Setting details

<b>Unique reference number</b>	2685747
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10377879
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Aplomb Childcare 2 Limited
<b>Registered person unique reference number</b>	2685745
<b>Telephone number</b>	02037748663
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Aplomb Day Nursery and Preschool registered in 2022. It is situated in the London Borough of Ealing. The nursery employs eight members of childcare staff; five are qualified at level 6 and below. The nursery is open each weekday on Monday to Friday from 7.30am to 6pm, except bank holidays. The nursery offers the government funded places for childcare.

## Information about this inspection

### Inspector

Rubina Nijabat

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.

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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