

Active Learning Chiswick Nursery

Quintin Hogg Memorial Ground, Hartingdon Road, London W4 3AN



Inspection date	11 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children form close bonds with staff and this is of benefit particularly to children in the baby room. They have a strong sense of exploratory and investigative skills, which helps them to concentrate for long periods. Babies are motivated to learn and develop skills to help them move securely on to their next stages in learning.
- Staff work together well. They are positive role models for children and provide good examples of how to interact with others; they are polite and model good teamwork skills.
- Partnerships with parents are effective. Managers keep parents well informed of their children's daily activities, learning and welfare. Staff find out about what children enjoy doing and learning about at home, so they can complement this in the setting. They inform parents of changes, including during transitions into new rooms.
- Staff plan a rich variety of activities for children to enjoy. They organise opportunities in all the learning environments to reflect children's interests and preferred spaces to play.
- The manager is ambitious and communicates high expectations to all her staff. She reflects on practice regularly and constantly strives for improvement that positively supports good outcomes for children.
- Staff supporting the toddlers do not consistently make the most of opportunities to extend children's understanding of positional language and counting during play.
- At times, staff working with children in the older age range do not give them enough time to think and respond to the questions they ask.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make better use of opportunities to support toddlers' understanding and use of everyday mathematical ideas, especially the use of positional language and counting
- provide older children with more time to think and respond to questions.

Inspection activities

- The inspector had a tour of the nursery and observed children playing in different rooms, with staff, with one another and independently.
- The inspector spoke to several parents, staff and children.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager, deputy manager and quality manager, and discussed how they support staff, organise the setting and monitor children's progress.
- The inspector sampled a range of documents, including policies, staff records and suitability checks.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are confident about how to recognise and report signs that may indicate children's welfare is at risk. They are all familiar with local child protection procedures and keep up to date information, so they can contact the relevant professionals promptly. The manager follows secure procedures to recruit new staff safely, including by completing suitability checks. She meets with all staff frequently, settling new staff into their roles and providing ongoing support or coaching for all. Staff complete a range of courses that extend their individual skills and share their new knowledge during regular staff meetings, such as on 'respectful managing of behaviour'. The manager monitors children's progress effectively to ensure she and staff identify and support any potential gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff gather detailed information about children before they start, which helps them to settle children quickly into the setting. Staff interact successfully with the children, including by following their ideas to make effective use of learning opportunities. When looking at herbs, they talk to toddlers about the different smells and what the seeds may look like when they grow, helping children to develop good language and communication skills and an interest in nature. All staff complete frequent observations and assessments and quickly develop ongoing plans that focus on children's emerging interests. Staff discuss children's achievements throughout the day with each other. This ensures that children receive continuous support even if a member of staff is absent.

Personal development, behaviour and welfare are good

Staff are kind, gentle and sensitive towards children, and this contributes to a calm and relaxing atmosphere where children behave well. Children benefit from ongoing praise, encouragement and reassurance, which supports their readiness to learn. Children are sociable and learn to be considerate towards others. For example, while playing imaginary games in the home corner, older children got vegetables for their friends so they could continue to concentrate and finish making their 'Christmas pies'. Staff in the toddler room provide children with more group learning opportunities, which help to build on their early literacy and increasing social skills. This was evident when toddlers took turns to pour large paint bottles into pots, getting ready to dip toy cars into the paint and compare the different marks they make.

Outcomes for children are good

Children of all age ranges make good progress in relation to their starting points. Babies learn to use their senses as they play and explore, trying to catch and pop large bubbles. Children learn to follow their own ideas well, such as making up games. All children build very successful physical skills. From a young age, they learn to negotiate risk and control their bodies confidently. Babies learn to pull themselves up to a standing position, using equipment strategically placed to help them. Older children take nature walks in the small wooded area and confidently run around in the fields. Children are enthusiastic learners and prepare well for their eventual move to school.

Setting details

Unique reference number	EY542728
Local authority	Hounslow
Inspection number	10090080
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	0 - 4
Total number of places	87
Number of children on roll	70
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	02038247085

Active Learning Chiswick Nursery registered in 2016. It is located in Chiswick, in the London Borough of Hounslow. The nursery employs 17 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, 10 at level 3, and five are unqualified. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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