

Inspection of The Corner House Day Nursery

82 Lavington Road, London W13 9LR

Inspection date: 29 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff create a nurturing, homely and welcoming environment for children and families. As children arrive, they quickly settle with support from their key person. Leaders provide an ambitious curriculum. Staff consider and plan for children's interests and communicate regularly with parents and carers to ensure that there is a strong partnership between home and nursery. This has a good impact on children's overall development.

Children feel safe and secure. They cooperatively play with one another and create games and entice their peers into conversations. In pre-school, children talk joyously with one another as they make their own play dough. They test out their ideas to make the dough mouldable. They use words such as 'gloopy' and 'sticky' to describe the texture of the dough and identify that more flour is needed. Across the nursery, staff have been on recent training to improve the quality of communication and language opportunities available. This is beneficial for babies and children, including those who speak English as an additional language, who learn new vocabulary.

There are high expectations for children's behaviour and conduct, which is applied consistently and fairly across all age groups. Children are polite and friendly with one another. They are beginning to manage their own feelings and behaviours, understanding how these have an impact on their peers. On most occasions, children can solve any small disagreements, using negotiation and collaboration. When children are unable to manage this independently, staff swiftly intervene to offer guidance.

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

- Leaders act with integrity to ensure that staff feel valued and supported in their roles. Staff talk positively about the opportunities they have to further their knowledge and skills during their supervision meetings, which they feel positively impacts on the quality of their interactions with children.
- Parents speak highly of the nursery. They feel included in their children's learning and have regular access to developmental updates. Parents praise staff and managers and feel that they are integral to the success of the nursery. Parents describe the setting as 'warm', 'inclusive' and 'nurturing'.
- Children have a love of books and learn new words during storytelling, such as 'disgusted' and 'delightful'. These keywords are then practised in different contexts throughout the day to embed new knowledge. However, some staff are more skilled than others in providing greater depth in conversations, which means that this is not always as consistent as it could be in maximising children's potential.

- Children build on what they know and can do. They enjoy using mathematical concepts, such as measuring and counting, in their play. They use buckets, spades and moulds in damp sand, working both together and individually. This builds children's mathematical development, confidence and turn-taking skills.
- Babies are a delight. They enjoy getting involved in stacking blocks, and staff praise their achievements. Staff promote good-quality experiences to strengthen the babies' rapidly increasing gross motor skills. Staff use language to explain what is happening. For example, they ask, 'Is he hiding?' as they get involved and hide with babies under the table. Babies laugh at their key persons and enjoy the back-and-forth interactions.
- Children model good behaviours during small-group activities in the toddler and pre-school rooms. They listen attentively and respond with comprehension. They are polite and wait their turn, putting their hands up when they want to contribute.
- Children have plenty of opportunities for developing their self-help skills. They self-serve at mealtimes, take part in dressing routines and are encouraged to look after themselves and their peers. On occasions, there are some minor weaknesses whereby children are not consistently able to access tissues they need to wipe their noses. This reduces the impact of the ambition for children to learn independence.
- Children with special educational needs and/or disabilities are supported well. Staff have plans in place for children who require additional support to ensure that they make progress in their learning.
- The nursery encourages families to take part in storytelling by reading books in their home language. Children delight in this experience. This supports children who speak English as an additional language and helps children to identify what makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

The environment for children, staff and visitors is secure, clean and safe. The manager and leaders ensure that all staff are trained in safeguarding. Managers understand their duties and responsibilities to keep children safe from harm. Training is reviewed regularly. As a result, staff know reporting procedures around concerns that involve adults or children. There is an open and positive culture around safeguarding that puts children's needs and interests first. The nursery works with other agencies, where required, to secure the help that children may need. Safer recruitment procedures are robust.

What does the setting need to do to improve?

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

- develop consistency across the nursery to ensure that the children are able to practise their independence skills
- provide further opportunities for staff to develop their knowledge and skills to further enhance the good-quality interactions available to children.

Setting details

Unique reference number	EY493481
Local authority	Ealing
Inspection number	10305208
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	39
Number of children on roll	44
Name of registered person	Inspired Learning Group (UK) Limited
Registered person unique reference number	RP534145
Telephone number	07595232179
Date of previous inspection	14 February 2018

Information about this early years setting

The Corner House Day Nursery registered in 2015 and is based in the London Borough of Ealing. It is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am to 6pm. The nursery employs 13 members of staff, including the chef. Of these, nine hold relevant early years qualifications at level 3 or above.

Information about this inspection

Inspector

Jenna O'Sullivan

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector took part in a learning walk across all areas of the nursery with the leader and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Leaders took part in a joint observation with the inspector.
- Leaders shared staff and nursery developments with the inspector.
- The inspector talked to several parents during the inspection and took account of their views.
- The inspector observed the quality of education and considered the impact on children's learning.
- The inspector sampled a range of 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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