

Inspection of The Eye Nursery Limited

Eye Nursery, Dawlish Drive, Ruislip, Middlesex HA4 9SF

Inspection date: 18 July 2024

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

The provision is good

Staff consistently engage in warm and friendly interactions with children. Children are confident to share their thoughts and achievements. For example, with staff support, children stand up in front of their friends and proudly share what they do at home with their family. This shows they are happy and feel secure in the setting. Staff are positive role models and praise children for good behaviour. Children are active outdoors as they take part in risky play on a range of equipment safely. Additionally, they benefit from a healthy and nutritious diet. This promotes their good health.

Leaders know the importance of working in partnership. They ensure families, as well as staff, understand the settings curriculum, which is led by children's interests and supports their individual progress. Staff plan exciting activities, such as play dough in different colours and smells, and a home corner with fresh fruit to practise their cutting skills. This helps children to naturally develop positive attitudes towards learning. There are effective arrangements in place to support children with special educational needs and/or disabilities (SEND) to ensure that targeted support helps all children make the best possible progress.

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

- Leaders demonstrate a good knowledge and understanding of child development. The curriculum is well designed and shows the sequence of intended learning for children to help prepare them for their future learning. Children flourish as staff provide a calm yet busy environment where they can engage in purposeful play and share previous learning.
- Leaders and staff adapt the curriculum to meet the needs of children who currently attend. For example, leaders ask parents what they feel their child is struggling with at home. As a result, staff incorporate this information into their planning as well as supporting parents with what they could do at home. This supports children to make good progress.
- The provision for children with SEND is effective. Staff liaise well with parents and other agencies to ensure that they receive the support they need. Staff focus their plans and interactions to ensure their learning needs are met.
- Staff use books to engage children in learning and promote language development. Additionally, staff know the importance of developing children's vocabulary, including early mathematical language, through play. For example, staff model measuring how tall they are with blocks, use language of more or less when exploring rice and encourage counting strands of spaghetti.
- Children are developing independence and self-care skills. They wash their own hands, practise cutting fruit and in role play develop skills, such as brushing hair. Children are beginning to develop an understanding of how to be healthy. For

example, staff encourage children to drink water, especially when it is hot. However, staff do not always consider explaining to children how to use tools correctly and why these healthy choices are important.

- Children play alongside or with their peers, which promotes their social skills. Staff teach children positive behaviours and use strategies to support children in managing their behaviour. However, when children display unwanted behaviour, staff do not always help them to understand the consequences of their actions and how others may feel.
- Parents appreciate the communication between them and the setting, in particular with the manager and their key person. They comment on how their children are supported individually and with their development, in particular communication and language.
- Staff feel well supported in their roles and know their well-being is a priority. Staff comment positively about the recent changes to the layout of the setting and collection procedures. Leaders correctly identify areas staff need support and know the importance of ongoing monitoring of knowledge and practice. Consequently, staff morale is high, and they work well as a team.

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:

- develop teaching further around self-help skills
- support staff to help children to understand the impact of their behaviour on themselves and others.

Setting details

Unique reference number	139103
Local authority	Hillingdon
Inspection number	10339685
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 at time of inspection	1 to 4
Total number of places	40
Number of children on roll	59
Name of registered person	The Eye Nursery Limited
Registered person unique reference number	RP517495
Telephone number	01895 636765
Date of previous inspection	14 February 2024

Information about this early years setting

The Eye Nursery Limited, previously known as Lady Bankes Eye Nursery and Before & After School Club, registered in 1997. It is located within the grounds of Lady Bankes Primary School in Ruislip, in the London Borough of Hillingdon. The setting provides breakfast and after-school care, as well as full day care. 7.30am to 6pm. The provider receives funding to offer free early education for children aged two, three and four years. There are 23 staff working with the children across the setting, 13 of whom are qualified at levels 3 to 6.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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