

Inspection of Miss Daisy's Nursery School Brook Green

Chinese Church In London, 69-71 Brook Green, London W6 7BE

Inspection date: 18 June 2025

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Staff extend a warm welcome to children as they arrive happily in the morning. Children are excited to choose from a wide range of engaging activities and high-quality resources, and the nursery is quickly buzzing with purposeful play. Staff skilfully follow children's interests to enhance and extend learning. For example, children are keen to explore ice cubes of various shapes and sizes, and staff promote discussion around which ice cube is likely to melt first.

Leaders and staff have the highest aspirations for every child, and they share an excellent understanding of how young children learn. For example, staff describe the sequence of developmental steps that ensure a child is ready to be a successful writer. Staff know the children in their care exceptionally well and what each child needs to progress across the curriculum areas. This ensures that every child makes rapid progress and is very well prepared for their next stage of learning.

Staff model respectful relationships, and this is reflected in the children as they actively listen to each other and play together cooperatively. For example, children enjoy squeezing lemons and ripping mint to make tea together in the outside role-play café. Children then demonstrate their confidence as they offer their 'tea' to adults and explain how they made it.

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

- Staff are skilled at tailoring the curriculum to meet children's individual needs and interests. They are quick to identify gaps in development and implement strategies to support unique needs. Leaders secure external professionals, such as speech and language therapists, very quickly once a need has been identified. They invite parents and other caregivers to regular meetings to promote a cohesive approach towards supporting children. This highly individual and inclusive approach ensures that every child makes rapid progress, but most notably those with any additional learning needs.
- Staff are superb models of spoken English, and they work together to provide meaningful opportunities for children to engage with language. They weave stories and songs into their interactions with children, ask open-ended questions to promote thought and discussion, and model ambitious vocabulary. For example, children explain that they are 'examining skeletons' on a light board as they pretend to be doctors. Over time, children develop into confident and articulate communicators, including those learning English as an additional language.
- Children participate in extra-curricular activities to widen their skills and experiences. For example, children show care and pride as they remember to water the tomatoes and peas they planted during their nature class. This also

links to the nursery's commitment to developing healthy lifestyles. For instance, children are encouraged to bike or scoot to nursery on a Friday and learn road safety skills together in the playground.

- Staff work together seamlessly to deliver embedded routines and expectations. For example, moments of transition are supported with a familiar song. Staff are very quick to manage minor behaviour incidents in a highly supportive manner, often encouraging children to think about their feelings and the feelings of others. Children understand what is expected of them, and the setting feels calm and purposeful at all times.
- Staff provide children with rich learning opportunities to better understand families and communities beyond their own. On the day of inspection, the nursery was preparing to host an 'International Day', inviting children and their families to share their diverse backgrounds through food and cultural dress. Leaders invest in resources to ensure all children are represented through toys and books, and invite parents in to read in their home language or share their skills and backgrounds. Children are encouraged to celebrate themselves and to respect others.
- Leaders value the skills and experience that each staff member brings to the team. For example, Spanish-speaking staff are encouraged to share books and nursery rhymes in their home language as part of the ongoing provision. This approach leads to children joining in enthusiastically with Spanish stories and singing Spanish songs independently. Staff comment that they feel valued and are given opportunities and support to develop their skills and interests. This includes bespoke training and daily team reflection sessions. Staff add that leaders care about their well-being, and this contributes to a happy and committed team.
- Leaders and staff fully understand the importance of working in partnership with parents and describe their role as being part of a community around each child. Parents speak about the nursery in the highest terms. They have praise for the warm and attentive staff, the excellent communication and the individual attention that has led to notable progress for their children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.-

Setting details

Unique reference number	2725701
Local authority	Hammersmith & Fulham
Inspection number	10394467
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	64
Number of children on roll	41
Name of registered person	Miss Daisy's Nursery Schools Ltd
Registered person unique reference number	RP535304
Telephone number	020 7371 4848
Date of previous inspection	Not applicable

Information about this early years setting

Miss Daisy's Nursery School Brook Green has been registered since March 2023 and is located in the London Borough of Hammersmith and Fulham. It provides childcare from 8.30am to 3.30pm, on weekdays, during term time only. It employs 11 members of staff, of whom eight hold relevant childcare qualifications at level 2 or above. Two members of staff hold level 6 qualifications.

Information about this inspection

Inspector

Nicola Baker

Inspection activities

- 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.
- Children spoke 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025