

Inspection of Motherspet

17 Westmoreland Road, London NW9 9BW

Inspection date:

5 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children appear safe and secure in this nursery. They have good relationships with the staff, and they are well behaved. Children form relationships with their friends and enjoy each other's company. Children are happy and separate from their parents and/or carers well. Staff support children who need extra reassurance by giving them comfort and cuddles. However, the quality of teaching is variable. Children do not always receive good-quality teaching or support to extend their learning. Leaders are still working on embedding a newly designed curriculum in the setting. Some staff miss opportunities to help extend children's interests and challenge their learning. As a result, staff do not always build on what children already know and can do.

Children learn to follow good hygiene practices and are developing self-care skills. They have opportunities to carry out simple tasks for themselves with support from staff when needed. Staff are good role models of positive behaviours. Children learn to be kind and caring towards each other and learn to follow simple instructions. Staff help children to play together and share space and resources safely. However, risk assessment procedures are not always effective. Staff do not always promptly identify potential hazards. That said, practitioners always closely supervise children and maintain appropriate adult-to-child ratios. Therefore, risks to the children's safety are minimised.

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

- Leaders are aware of the improvements needed in the nursery and have begun taking steps to address them, such as implementing safer recruitment procedures and ensuring that all staff have suitable knowledge of safeguarding. Leaders offer support to staff to help enhance their knowledge and understanding of how children learn and how to implement the curriculum more effectively. However, this is in its early stages and is not yet fully embedded into practice to a consistently good level.
- There are no effective arrangements in place to support children with special educational needs and/or disabilities (SEND). The nursery does not currently have a special educational needs coordinator (SENCo). This is a requirement of the early years foundation stage.
- Daily risk assessments are conducted, but leaders do not ensure that all practitioners possess sufficient knowledge and understanding of risk assessment procedures. Consequently, practitioners do not swiftly identify all possible risks to keep children safe. For example, during the inspection, practitioners had not addressed some potential hazards without being prompted.
- Staff provide some support to children who speak English as an additional language to learn to communicate their needs. For example, they recognise key

words that older children use in their native languages. However, staff do not use consistent strategies to support children's language development fully. For example, staff often speak too quickly and ask too many questions in quick succession, not giving children time to answer. This limits children's ability to communicate their ideas effectively.

- Leaders plan the curriculum based on children's interests and topics. However, they do not ensure that staff have clear intent about what they want individual children to learn. While children enjoy the activities, these do not always support appropriate learning. Therefore, children do not consistently benefit from teaching that helps them make good progress.
- Staff get to know children and support their emotional well-being well, especially during settling-in time. Children show positive attitudes to their learning and happily explore the environment. They learn to take turns and share. Children gain a sense of belonging as they notice their photos displayed at the nursery.
- Children demonstrate good physical skills. They move in a variety of ways, as they use their bodies during yoga and dancing sessions. Staff ensure that children have daily access to outdoor play areas. They visit local playgrounds and parks. Children use a range of equipment to strengthen their large muscles, as they slide, swing and climb. Children have opportunities to develop their finger muscles through messy play and mark-making activities. Children's physical development is supported well.
- Leaders continue to receive ongoing support and advice from the local authority. They demonstrate a willingness to make further improvements to enhance the quality of care and education provided for children.
- Parents comment that their children feel happy and settled. Staff build positive relationships with parents and carers. They share daily updates with parents regarding care routines. Staff communicate with parents verbally and via an online platform. Parents feel the nursery is a welcoming space.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure staff receive further training and coaching they need to improve the quality of teaching to help them understand how to effectively implement the curriculum	05/09/2025
ensure there is a suitable named SENCo in place at all times to support any children with SEND	05/09/2025
improve risk assessment procedures to ensure children are not exposed to unnecessary risks and help practitioners to identify and minimise potential hazards to protect children's safety.	05/09/2025

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

- develop consistent strategies to support all children who speak English as an additional language to communicate and build on their learning successfully
- focus more closely on the intended learning aims of activities to build effectively on what children know and can do.

Setting details

Unique reference number	2775233
Local authority	Brent
Inspection number	10394302
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	25
Number of children on roll	5
Name of registered person	Motherspet Nursery LTD
Registered person unique reference number	2775231
Telephone number	07951238165
Date of previous inspection	Not applicable

Information about this early years setting

Motherspet registered in 2024 and is located in the London Borough of Brent. The provider employs four members of childcare staff. All staff hold appropriate early years qualifications, ranging from level 2 to level 6. The setting is open from 8am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Discussions were held with leaders and staff to consider their knowledge, understanding and procedures.
- The manager and inspector completed a learning walk together to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The manager and the inspector carried out joint observations.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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