

Inspection of Ghanshyam Nursery School

Westfield Lane, Harrow, Middlesex HA3 9EA

Inspection date: 23 March 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are confident in the routine of their day at the nursery. For example, they enjoy song time before washing their hands and moving to the dining room for lunch. Children are safe as they transition throughout the nursery. Staff count the children before leaving and entering rooms. As a result of the routines, children know what to expect throughout their day and feel secure in their environment.

Pre-school children have a high interest in numbers. Staff provide a range of ways for children to build on their knowledge. They support children in finding numbers in their environment and counting while jumping. The nursery celebrates 'maths day' and the children share with the inspector the symbols they are learning about. This shows that children are retaining their learning and building an understanding of information for being number ready for school.

Children behave well. However, staff are not clear on what their expectations are. Staff distract children to stop unwanted behaviour continuing, which is successful in the short term, but not in the long term; children are not learning what is right and wrong. This means children are not developing self-awareness and how to manage their own behaviour.

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

- Leaders have high expectations for children in developing their physical skills. Staff sequence learning effectively. For example, toddlers strengthen their muscles by using large crayons and using their fingers to mould sensory materials. As a result, pre-school children hold their pencils using a pincer grip and can form letters to write their name. This prepares them for their next stage in learning as they get ready to transition to school.
- The curriculum is not as ambitious in supporting children's language and personal, social and emotional development. Children show positive attitudes to learning throughout the day, but staff, including children's key persons, are not confident on what all children already know and are able to do and what they need support with next. Therefore, staff are not well prepared to engage in conversations with children which expand their vocabulary. This means children are not developing their language and social skills to their full potential.
- Staff use an online application to communicate with parents about their child's day and what they are learning, such as learning about their body. From this, most parents are confident in what their child is learning and what they can do to support this at home.
- The nursery's rules and boundaries are not clear. Staff do not give children the right guidance on how to be with their peers. Staff ask children to say sorry, but they do not explain how they have made their peers feel and what positive

behaviour looks like. This means children are unclear of what is expected of them.

- Leaders make it a priority for staff to refresh their knowledge on safeguarding. For example, leaders remind staff of their conduct with children and how to report a concern. This ensures that staff respect children and helps to keep them safe from harm.
- Following staff induction, leaders do not continue to effectively support staff in their practice. Leaders welcome new staff and make clear their expectations, but do not continue to check practice to ensure that high standards are met. Staff do not receive support and training focused on their individual needs. As a result, staff practice is inconsistent.
- Pre-school children can go to the bathroom by themselves and wash their hands before returning to the group. However, staff are not consistent in developing independent skills throughout care routines. Sometimes staff give children the time to pour their own drinks and serve their own food, but not all staff do this. This means children's independent skills are not developing consistently in all areas.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a structured induction process that ensures that all staff members are safe to work with children. Staff must have passed the suitability checks and training before they spend time with the children. All staff are confident in what to do if they are concerned about a staff member and their behaviour, and how to report it. Staff attend regular training to support them in being alert to signs and symptoms of potential harm and can share what they have learned with the inspector. Staff keep children safe on a daily basis as they supervise them in risky play and as they move about the nursery.

What does the setting need to do to improve?

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

	Due date
take necessary steps to ensure that all children's current development and next steps are known by the key person and buddy.	12/05/2023

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

- ensure that children know what the behavioural expectations are and the consequences of their behaviours on others
- continuously monitor staff practice and give individual training and support to ensure that teaching is consistent throughout the nursery.

Setting details

Unique reference number	EY408297
Local authority	Harrow
Inspection number	10280603
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	71
Number of children on roll	52
Name of registered person	Ghanshyam Education Trust
Registered person unique reference number	RP905033
Telephone number	02089099389
Date of previous inspection	30 August 2017

Information about this early years setting

Ghanshyam Nursery School registered in 2010. It is privately owned. It operates from within the grounds of the Swaminarayan Temple in Kenton, in the London Borough of Harrow. The nursery is open each weekday from 8am to 5pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 10 childcare staff. Of these, seven hold a relevant early years qualification. The nursery also employs a chef, kitchen staff and cleaners.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to 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 nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The deputy manager and the inspector carried out a joint observation during lunchtime.
- 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.

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