

Inspection of Ghanshyam Nursery School

Westfield Lane, Harrow, Middlesex HA3 9EA

Inspection date: 10 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders and staff have created a warm and stimulating environment that ignites children's curiosity and interest. Children show high levels of enjoyment as they make choices from a range of engaging activities and invitations to play. Staff are clear about the learning intents behind activities, which they develop with children's interests in mind. For example, staff support children to make edible snowballs after they were excited by the recent snowy weather.

The leadership team has developed a curriculum that is ambitious and coherently sequenced to support children to make progress over time. For example, younger children learn the names and sounds that farm animals make, while older children learn about animals and their habitats. Staff identify key vocabulary and core books that support this learning and reflect how expectations increase over time.

Leaders and staff share high expectations of children's behaviour. Staff have embedded the routines and rules of the setting to ensure children know what is expected of them. This is reflected in children's positive behaviour and conduct. When there are minor disagreements, staff are quick to support children to resolve these. As a result, the nursery feels consistently calm and purposeful.

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

- Leaders and staff have developed clear curriculum priorities. They focus on supporting children to become independent and confident learners. Staff encourage children to make choices and take ownership of their learning. For example, children take turns to lead circle time discussions and to read stories to their peers. However, staff sometimes deliver learning in large groups, which does not meet the needs of all children.
- Staff are skilled at building children's communication and language skills. They constantly narrate, introducing new vocabulary and asking questions to promote thought and conversation. Staff develop inviting role-play areas that provide rich opportunities for imaginative play and language development. However, staff sometimes model language incorrectly, making repeated speech errors. Nonetheless, children develop into confident communicators over time.
- Staff prioritise children's emotional well-being. For example, after meditating together, children are then encouraged to give themselves positive affirmations, which is then followed by enthusiastic praise from staff. This supports children to feel valued and builds their confidence and self-esteem.
- Staff can talk confidently about their key children's interests, progress, and next steps. Interactions between staff and children are consistently warm and reassuring. This supports children to feel safe and secure. For instance, babies in their first week of nursery happily explore their environment, with their key

workers nearby for reassurance. As such, the key-worker system is highly effective.

- The setting benefits from lots of space, and staff utilise this well. For example, there is a dedicated room for physical activity, such as yoga and aerobic dance. Children enjoy fresh air and active play in the spacious and well-resourced outside area. Nursery chefs provide home-cooked food that is healthy and balanced. As such, children are supported to develop healthy habits from a young age.
- The manager is quick to secure external support for children with special educational needs and/or disabilities (SEND). She works alongside parents and other professionals to ensure a cohesive approach towards shared targets. She prioritises the needs of individual children. For example, extra staff are brought in to ensure children get the additional time and support they need. As such, children with SEND make strong progress.
- Leaders and staff work in partnership with parents. For instance, parents were recently invited to a curriculum event in which staff shared the learning intents behind various activities, such as play dough. Parents comment positively on the setting, sharing that they are delighted with the progress their children have made and that they trust the setting completely with their children.
- The manager has a clear vision for the nursery and has made significant improvements since the last inspection. She has prioritised the well-being of staff, ensuring that changes have been made as a team. Staff comment that the manager is approachable and that they feel well supported. An experienced team of governors has a strong oversight of the nursery school and provides the manager with valuable support and guidance.

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:

- consider the organisation of group times to ensure all children can participate and benefit from the learning on offer
- ensure that staff model correct spoken English to prevent children from learning speech errors.

Setting details

Unique reference number	EY408297
Local authority	Harrow
Inspection number	10286845
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	51
Name of registered person	Ghanshyam Education Trust
Registered person unique reference number	RP905033
Telephone number	02089099389
Date of previous inspection	23 March 2023

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 13 members of childcare staff. Of these, 10 hold a relevant early years qualification. The nursery also employs a chef, kitchen staff and cleaners.

Information about this inspection

Inspector
Nicola Baker

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during group learning.
- 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 2024