

Inspection of Eliana Bilingual Nursery

Unit 1, 10 Park Lane, Wembley HA9 7RP

Inspection date:

14 May 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

The curriculum across the setting is not fully developed or clearly understood by all staff. Leaders do not provide consistent guidance to staff on what they intend children to learn. As a result, children do not consistently benefit from well-planned activities to support their learning and development. At times, the lack of purposeful learning experiences means children are not fully engaged in their play. This leads to inappropriate use of resources and limits the learning potential of the activity.

However, children are happy to come into the setting. They happily leave their parents and carers and are eager to see what activities are available. Staff take the time to get to know children and work closely with parents to gain information. They adapt the settling-in process and work closely with parents to gain information about children's next steps in learning. Young children enjoy taking part in group singing activities. They copy actions and smile when staff sing. Some children happily share and take turns with their friends. However, staff do not always provide children with clear and consistent messages about the expectations for their behaviour.

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

- There is a lack of consistent reinforcement of rules and boundaries for children across the setting. As a result, some children do not fully understand what constitutes inappropriate behaviour, such as throwing objects, and staff's responses vary. This inconsistency limits children's ability to learn, follow and understand the expectations for their behaviour.
- Staff do not consistently implement an ambitious curriculum for all children. For example, at times they focus too much on domestic routines and do not spend enough time talking with children. Their interactions are not sustained or long enough to help each child develop the language skills they need for thinking, which limits children's communication and concentration.
- Children make independent choices and follow their interests. They enjoy squashing and moulding faces out of play dough. However, the quality of education across the nursery does not support children to make the best possible progress. While staff plan activities, they do not extend children's learning enough so they gain the most from the experiences available to them. At times, staff do not consider how increased noise levels make it difficult for children to hear and concentrate.
- Leaders understand what the setting does well and where improvements are needed. They try to support staff and offer some training. However, professional development does not focus precisely on improving how staff teach and interact with children. Leaders do not check staff's practice closely enough to help them

to improve their skills to adapt activities to suit all children's ages and stages of development.

- Parents spoken to on the day of the inspection commented that they are regularly informed about the children's daily experiences. Staff talk to parents at drop-off and collection times.
- Children enjoy playing in the large local park. Staff encourage children to be active and use their energy in the fresh air. Children run around, kick balls and throw hoops onto cones. They have various opportunities to develop their large-muscle skills.
- The provider works in partnership with other agencies and parents and puts strategies in place to support the development of children with special educational needs and/or disabilities (SEND). This helps children with SEND to make progress in their learning and development.
- Staff provide opportunities for children to learn early mathematical concepts. Children count blocks as they build towers. Staff introduce mathematical language when children play with toys.
- Children play in a bright, welcoming and well-resourced learning environment with positive displays of people and languages from around the world. This helps to increase children's understanding of diversity.
- The setting forms effective links with local schools that children will move on to when their early years education comes to an end. Staff invite teachers to visit children and their key person at the setting to share information and help prepare the children for their transition on to school.
- Staff share ideas with parents about healthy options for their children's lunch boxes. They talk to children about the food they eat, helping them to identify what is healthy food and what is not. Children learn about the food that gives them energy. They benefit from a healthy diet in the setting.

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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improve staff's understanding of behaviour management strategies so that they have a consistent approach to better support children's understanding of positive behaviour	25/06/2025
develop a clear and ambitious curriculum across all areas of learning that is fully understood by all staff and implemented consistently.	25/06/2025

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

- enhance the quality and consistency of staff's interactions to better support children's communication and language development and concentration
- improve the monitoring of staff's practice to support them to adapt activities to suit children's ages and stages of development so that all children benefit from consistently good learning experiences.

Setting details

Unique reference number	2713314
Local authority	Brent
Inspection number	10380745
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	0 to 4
Total number of places	67
Number of children on roll	167
Name of registered person	Eliana Nursery Ltd
Registered person unique reference number	2560946
Telephone number	07730363244
Date of previous inspection	Not applicable

Information about this early years setting

Eliana Bilingual Nursery registered in 2022 and is based in the London Borough of Brent. The setting employs 18 members of childcare staff. Of these, 12 staff hold early years qualifications ranging from level 3 to level 6. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The setting provides government funded childcare.

Information about this inspection

Inspector
Rizwana Nagoor

Inspection activities

- The inspector and leaders completed a learning walk together across all areas of the setting to discuss how the curriculum is organised.
- The inspector looked at relevant documentation, including evidence of staff's suitability to work with children.
- The inspector observed children's activities and staff's teaching indoors and outdoors.
- The inspector and the leaders carried out two joint observations.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The inspector held discussions with leaders at appropriate times during the inspection and during a scheduled meeting.

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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