

Alperton Day Nursery

Inspection report for early years provision

Unique Reference Number	137754
Inspection date	21 February 2007
Inspector	Audrey Opal Ufot
Setting Address	360 Ealing Road, Alperton, Wembley, Middlesex, HA0 1PF
Telephone number	020 8566 7663
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Registered person	Bright Horizons Family Solutions Ltd.
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Alperton Day Nursery is managed and operated by Bright Horizons Family Solution Company. It opened in 1992 and operates from a purpose-built building. It is situated on the grounds of Sainsbury's in Alperton in the London borough of Brent. There is an enclosed outdoor play area.

A maximum of 32 children may attend the nursery at any one time. The nursery is open Monday to Friday from 07:00 to 19:00 all year round except for Bank Holidays.

There are currently 44 children aged from four months to five years on roll. Of these, 19 children receive funding for nursery education. Children come from the local and wider catchment area. The nursery supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, 10 hold appropriate early years qualifications and three are working towards BA Honours Early Childhood Studies qualifications.

Staff when working with the children incorporate an emergent curriculum approach to Birth to three matters framework and the Foundation Stage curriculum. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's wellbeing is well promoted and supported by the clear and comprehensive written policies and procedures, which are in place and understood, and carried out by staff. The nursery environment is maintained to a good standard of cleanliness as there are thorough daily cleaning routines in place and staff wear protective clothing to minimise cross infection. For example, staff wash their hands after changing nappies and before serving food. Older children independently visit the toilet and wash their hands before and after snack and lunch times. Younger children are encouraged to wash their hands as staff support them in doing so. Good procedures are in place as staff are trained in first aid. This enables them to confidently deal with any accidents or when administering medication. All staff hold a current first aid certificates. Children are protected from the spread of infection as they do not attend when they are ill.

Children enjoy a relaxed and social meal times as they sit around tables with staff. This promotes an atmosphere that encourages children to chat with staff. For example, children chat about past events such as an announcement they heard whilst shopping with their mum. The qualified cooks plan and prepare a range of nutritious and well balanced meals and snacks such as roast chicken and fresh fruit or apple crumble with cream. Reputable suppliers are used to provide as much fresh provisions as possible. The kitchen is kept very clean and good food hygiene procedures are in place, for example, cooked food is cooked and served at the correct temperature. Appropriate furniture is available for babies to sit and eat comfortably. Although during lunch time food dropped on the table is not cleared away before dessert is served. Therefore, children eat their food on the table that are not sufficiently cleared at lunch time. All of the children's individual dietary requirements are met. A vegetarian option is available everyday. Older children are able to help themselves to drinking water from a water dispenser.

Children are using their bodies to explore space. They enjoy fresh air and exercise as the nursery garden provides plenty of room for children to confidently run around and develop their large physical skills. Children have good opportunities to balance, use hoops and ride bikes. Outdoor activities are fun for children and they are used to extend children's learning in other areas, such as collecting, counting and recognising the colours of cones. Children are developing good hand and eye coordination, for example, as they cut with scissors and use the computer mouse.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and child-friendly environment. All children enjoy their time at the nursery which is attractively displayed with their art work. The organisation of the play areas allows children to move around freely and comfortably. The rooms are laid out for the varying ages of the children in attendance, with the upper floor for the under twos with a separate changing area and milk kitchen and the lower floor for the children over two years. Babies are cared for in a warm and homely environment, for example, there are soft furnishings and lots of interactive toys that are easily accessible, such as sensory area, building bricks and treasure basket. Children are well supervised as staff sit close to them on the floor and encourage

them to move and explore materials and equipment safely. Children's individual needs are met effectively because there is a good range of furniture, toys and equipment which is well maintained. They explore safely and freely as they experience lots of good play opportunities.

Strong emphasis is placed on children's safety and security. Thorough risk assessments are carried out to reduce possible risks on the premises and before outings, for example, visits to the canal to feed the ducks and to the Chinese restaurant. Children experience regular fire drills and fire equipment is inspected yearly. Children are well supervised as staff are vigilant and deployed effectively.

Children's welfare is safeguarded as the staff continuously update their knowledge and understanding of child protection. Good policies and procedures are in place in the event of suspected abuse and an allegation against staff. Children are safeguarded in the nursery as they are cared for by staff that are appropriately vetted to care for them. Other precautions are in place to protect children, for example, all visitors are required to sign in and out of the premises.

Helping children achieve well and enjoy what they do

The provision is good.

All children are making good progress in their development. The good settling in procedures ensures babies and young children are happy and secure. Parents are encouraged to settle their children when they first start and share their children's individual needs such as a comforting blanket. Staff are warm and kind and they work well with parents to ensure this is successful. Each child has a key worker who is responsible for coordinating their care and development. Children observe good relationships between their parents and key worker and as a result this helps them to feel secure. Staff are knowledgeable of the Birth to three matters framework which is incorporated with an emergent curriculum approach.

Babies and younger children are becoming independent. They are keen to explore and investigate their surroundings as they move around to seek and retrieve toys from a treasure basket. They choose an activity from the low level shelves and take it back to their table or floor mat to complete the task. Staff are close by to offer support and supervision where needed. Children play happily with each other, sharing and taking turns. They enjoy drawing with pencil and crayons and are taking an interest in books, such as 'The Gruffalo story'. This encourages them to develop their early reading skills. Children are developing their creativity as they hand paint and stick. They are exploring different textures as they squeeze play dough, play with bubbles at the water tray, pat and build at the sand tray. They have good opportunities to develop problem solving skills as they do puzzles, build with bricks and sort objects. They are developing their imagination whilst participating in role play, for example, in the home corner.

Nursery education

The quality of teaching and learning is good. The staff have a good knowledge and understanding of the Foundation Stage curriculum and how to incorporate this with an emergent curriculum approach. This enables them to plan and provide a range of activities. Staff provide suitable support and challenges to help children achieve. They observe individual children's development and record their progress on tracking records sheets. This identifies the next steps of learning for the children. However, the recordings are not all totally consistent. Activity sessions are well organised to allow all children to participate at their own level.

Children's personal, social and emotional development is well fostered. Staff carefully consider the lay out of the play room and set out toys and resources to enable children to make choices independently. Children have very good opportunities to develop their independence skills as part of the daily routine. For example, children scrape the remains of their lunch into a waste bucket and stack their plates ready for washing after lunch. They are interested, excited and motivated to learn as they persist at chosen activities, for example, when cutting with scissors.

Children's speaking and listening skills are progressing well. Children have developed self-confidence and esteem as they make valuable contributions and express their own views and thoughts. During tidying up time they say 'I saw you on television last night'. Children have good opportunities to explore language during discussion times and during practical activities. They speak confidently in familiar groups and are beginning to express their views. As a child said 'I heard an announcement whilst I was shopping with my mummy' that 'The fire alarm will go off but do continue with your shopping'. Children listen attentively to stories and staff use props such as puppets to provide further support for children with English as an additional language and/or learning difficulties. Children are able to write spontaneously and for a variety of purposes, for example, writing their own names on their paintings and labels tags within the learning environment. They are able to recognise letters and words for instance their names on their coat pegs.

Children are developing their number and problem solving skills as they participate in a wide range of activities, for example, calculating, threading, posting, measuring and constructing. They are finding out about their environment as they observe the life cycle of ants. Children enjoy planting and caring for carrots and potatoes, observing the changes as they grow. They are finding out how things work as they use water wheels, calculators and the computer. Children explore colour, texture and shape as they stick with a variety of materials, paint and draw. They enjoy exploring different textures such as play dough, sand and water play. They role play searching through the water with their nets for ducks. Children are confident in describing their thoughts, ideas and feelings and have good opportunities to explore music. They are able to develop their creativity and imagination when cutting, sticking or painting. They enjoy role play as they have many opportunities to role play home life experiences with kitchen, tea sets, Chinese utensils and a range of cultural dressing up clothes.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are developing a high level of confidence and self-esteem as they explore independently in this safe environment. They have time to relax and reflect during rest and story time. Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their understanding of diversity. Children participate in activities and celebrations of various festivals throughout the year, for example, Diwali, St. Patrick's Day, Eid, Christmas and Chinese New Year. Staff take children to eat out at a Chinese restaurant to enhance their practical experience.

Children's individual needs are met well because staff find out from parents about the children's routine and development. Children are well-behaved and they know what is expected of them within the nursery as they respond positively to consistent praise and encouragement from staff. They are kind and considerate towards each other and learn to take turns and to share. Children have daily opportunities to access books written in dual languages. Staff have sufficient

understanding of the needs of children with learning difficulties and/or disabilities. There is a Special Educational Needs Co-ordinator present and written policies are in place.

Partnership with parents and carers of children who receive nursery education is outstanding. Parents of children receiving funding are given valuable information about the Foundation Stage curriculum and every six weeks parents attend parents' liaison meeting where they present their own agenda. Once every six months parents attend curriculum events, meeting with staff to discuss the progress their children's are making within the stepping stones. Children's learning is further promoted through a Growing Readers programme and a set of Ready for School Family Activity cards for parents to use at home with their children. This enhances appropriate challenges within communication language and literacy. All parents are kept well informed about the nursery routine and activities through newsletters and weekly memo. There is also a wide range of valuable information such as pre-school partnership agreement success in school and life and the new family satisfaction questionnaire a notice board and day-to-day contact. Parents of younger children are given information about the Birth to three matters framework and daily message forms are provided for each individual baby. Staff record the babies routine and activities, for example, what they eat and how long they sleep for. Informative written developmental reports are provided for all children along with older children's portfolio assessment file covering the six areas of learning.

Organisation

The organisation is good.

The leadership and management of the setting is good. The manager, deputy and staff are clear about their role and responsibilities and as a result, the day runs smoothly for the children. Staff are deployed effectively; consequently children are well supervised and use their initiative when engaging in meaningful play. The manager works with the children and provides a good role model to staff. The staff team are committed, motivated and work productively to develop planning to ensure the six areas of learning are incorporated into an emergent curriculum approach. There is a commitment from the manager to ensure that staff have access to further training courses and higher education such as BA Honours degrees.

There are good communication systems in place such as yearly staff appraisals, daily memos to staff and planning meetings. The manager and deputy monitor the quality of teaching through observing staff and regular one to one meetings. Funded children are making good progress in their learning.

The premises are well organised and children are happy, secure and confident in their surroundings. Their individual needs are met effectively because staff have a good understanding of child care and development and they work well in partnership with parents. Good policies and procedures are in place and work well in practice to keep children healthy and safe. They are regularly reviewed and updated as legislation changes.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The nursery has addressed both the recommendations made at the previous care inspection: Staff now ensures that copies of the fire drill practices are retained and they also ensures that all fire exit doors are kept clear of any obstructions at all times. As a result, the children's health and safety are safeguarded at all times.

There were no significant key issues raised. In line with the point for consideration at the last nursery education inspection, staff have enhanced the children's understanding in practical activities. For example, during lunch time staff talk to the children about the type of vegetables and fruits they are eating to keep them healthy and to help them grow. As a result the children's understanding with regards to healthy eating is being promoted.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the organisation at lunch time in particular to ensure that the table is cleared of food before children are served their dessert.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the system used when recording children's observation to ensure that all recordings are kept up to date

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk