



Uxbridge Early Years Centre

Inspection report for early years provision

Unique Reference Number	139195
Inspection date	09 January 2007
Inspector	Kim Mundy
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Registered person	The London Borough of Hillingdon
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?

Uxbridge Early Years Centre opened in 1970. The registered provider of this setting is the Hillingdon Local Authority. A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. There are secure, enclosed outdoor play areas.

There are currently 24 children aged from two to under five years on roll. Of these, 10 children receive funding for early years education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/ or disabilities and also supports children who speak English as an additional language.

The nursery employs 11 members of staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is fully promoted at this nursery. They are cared for in a clean environment where staff maintain good hygiene procedures. There is a thorough daily cleaning routine in place and staff wear protective clothing to minimise cross infection, for example, when changing nappies. Children are encouraged to wash their hands after visiting the toilet and before eating their lunch. Good procedures are in place for administering medication and managing accidents and all staff hold a current first aid certificate. Children are protected from the sun as staff ensure they wear hats and obtain permission from parents to apply sun cream in the summer months.

Children enjoy a well-balanced diet. The qualified cooks plan and prepare a range of nutritious meals and snacks such as, ocean pie and fresh fruit. 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 probed to ensure it is cooked and served at the correct temperature. Children enjoy relaxed sociable meal times as they sit with staff and chat about their morning. Appropriate furniture is available for babies to sit and eat comfortably. All of the children's individual dietary requirements are met. A vegetarian options is available everyday and foods such as Hal Al meat is provided. Children are able to help themselves to their bottles of drinking water, which are clearly labelled with their names.

Children enjoy regular fresh air and exercise. The nursery garden provides plenty of room for children to confidently run around and develop an awareness of the space around them. They have good opportunities to balance, slide, swing and ride trikes. Outdoor activities are fun for children and they are used to extend children's learning in other areas, such as counting and recognising the numbers on the snake and fence. Children are developing good hand and eye coordination, for example, as they post shapes, 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. Children's individual needs are met effectively because there is a good range of furniture, toys and equipment which is well maintained. All children enjoy their time in the bright and attractive play rooms. They explore safely and freely as they experience lots of good play opportunities. 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. They are well supervised as staff sit close to them on the floor and encourage them to move and explore materials and equipment safely.

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, to the shops and park. 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 who 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. They are happy, secure and settled because staff place an emphasis on their emotional well-being. Parents are encouraged to settle their children and staff work well with parents to ensure this is successful, for example, carrying out home visits and meeting children's individual needs as they arise. 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.

Babies and younger children are developing confidence as they are keen to explore and investigate their surroundings. Staff have some knowledge and understanding of the Birth to three matters framework and begin to implement this effectively within the setting. However, planning, observing and evaluating children's progress in line with the framework has not been refined. Children are developing their creativity as they paint and stick. They are exploring different textures as they squeeze play dough, splash water, pat the sand, and handle pasta. They have good opportunities to develop problem solving skills as they do puzzles, build with bricks, sort objects and post shapes. Children enjoy drawing with chalks and crayons and begin to take an interest in books, such as 'The Polar bear'. This encourages them to develop their early writing and reading skills. Children are happy and relaxed and they have fun as they play musical instruments and listen to a variety of music. They are developing their imagination as they participate in role-play, for example, in the home corner.

Nursery education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage of learning and how children learn and progress. They plan a well-balanced curriculum which helps children to make good progress in all areas of their development. Staff observe and record children's progress to help them identify the next steps for their individual learning. They provide suitable support and challenges to help children achieve.

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 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. They are developing self-confidence and esteem as they make valuable contributions and express their own views and thoughts at circle time. 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, shopping lists during role-play in the shop. They are able to recognise letters and words in the environment such as their name on their drinking bottles and 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 the butterfly. Children enjoy planting and caring for beans and sunflowers, 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 corn flour and water. However, they do not spend enough time participating in planned music and movement sessions which will help them to listen to instructions and move imaginatively. Children are developing their social skills as they interact with each other in the role-play area. The staff make good use of the resources such as cash tills and money to extend the children's learning in the shop.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are developing lots 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 are finding out about the world in which they live as they celebrate festivals such as Christmas and Diwali. There is a good range of toys and resources to promote children's understanding of diversity, for example, dressing up clothes, dolls, books, posters and puzzles. 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 setting 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 with learning difficulties and/ or disabilities attend the setting. Staff work closely in partnership with parents and carers, and other professionals such as the speech therapist to ensure children's individual needs are met sensitively and effectively.

Partnership with parents and carers is good. Parents of children receiving funding are given information about the Foundation Stage of learning and every six months they meet with staff to discuss their children's progress. However, they are not encouraged to extend their children's learning at home. All parents are kept informed about the nursery routine and activities through newsletters, the notice board and day-to-day contact. Parents of younger children are given information about the Birth to three matters framework and daily message books are provided for each individual baby. Staff record the babies routine and activities, for example, what they eat and how long the sleep for. Informative written developmental reports are provided for all children.

Organisation

The organisation is good.

The leadership and management of the nursery is good. Managers and staff are clear about their role and responsibilities and as a result, the day runs smoothly for the children. There have been difficulties recruiting staff and therefore, several agency staff are currently providing cover. This has some impact on releasing permanent staff to attend training courses, for example, Birth to three matters training. Rigorous recruitment procedures are in place. Children's safety and welfare is promoted well. This is helped by agency staff who have worked in the setting previously and therefore, are familiar with some of the children and the nurseries routine.

Good communication systems are in place such as yearly staff appraisals, staff and planning meetings. Managers monitor the quality of teaching through observing staff and regular one to one meetings. Funded children are making good progress in their development.

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

At the last care inspection, staff were required to gain knowledge and understanding of the Protection of Children Act 1999 and where possible attend relevant training in this matter. All staff have obtained knowledge and understanding of child protection and therefore, children are safeguarded.

At the last nursery education inspection, the setting was required to evaluate children's involvement in activities to help plan the next steps for children's learning. A suitable system is now in place and therefore, staff are able to make judgements about the children's development and where they may need support or challenges to make further progress. The setting was also required to: offer further opportunities for children to observe living things and to ask why and how things happen; use books for children to locate information and provide opportunities for children to make up their own stories; and to plan the use of the outdoor play space to provide further opportunities linked to current themes. Staff have worked hard to develop these areas in the nursery. Children have grown beans, sunflowers and mini-beasts. There are more opportunities to explore why and how things happen such as ice melting. Books are used for children refer to during various activities, for example, when playing with the farm animals. The enjoy making up their own stories at circle time. The garden has been greatly improved and children's learning has been extended outdoors and is linked to current themes. This improves the children's learning opportunities and provides a more exciting curriculum.

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):

- continue to develop knowledge and understanding of Birth to three matters framework

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):

- plan more opportunities for children to participate in planned music and movement sessions
- provide opportunities for parents to be involved in their children's learning

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