

Villas Day Nursery

Inspection report for early years provision

Unique Reference Number	137856
Inspection date	15 June 2007
Inspector	Caren Carpenter
Setting Address	78a Brondesbury Villas, London, NW6 6AD
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Registered person	Ms Nadine Newman
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 satisfactory. 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?

Villas Day Nursery was registered in 1993. It operates from a basement flat of a large Victorian house. It is situated within the London borough of Brent. The nursery serves families from the wider diverse community.

A maximum of 15 children may attend. There are currently 13 children aged from two years to under five years on roll. Of these one receive funding for early years education.

Children attend full-time and part-time sessions. The setting supports children with English as an additional language and children with learning disabilities.

The nursery opens each week day a week from 8:30am to 18:00, 50 weeks of the year. There are four members of staff including the manager employed to work with the children. All staff hold relevant early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children follow good personal hygiene routines helping to prevent the spread of infection. They are encouraged to wash their hands after visiting the toilet and before meal times.

Children's welfare is maintained as good accident procedures are put into practice for example, accidents are recorded and parents are informed. However, health and hygiene policies and procedures are not in place to promote children's good health.

Children enjoy nutritious meals and snacks that promote their healthy growth and development. Children recognise when they are thirsty and are offered regular drinks of water.

Children have good opportunities to enjoy fresh air and exercise daily which contributes to their good health. They develop their co-ordination and large muscle skills as they run, climb, balance and jump with good control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play safely in the well organised and secure premises. Careful monitoring of access to the premises ensure that children are protected from unknown visitors to the nursery. Children are well supervised in the bathroom area, however there are no doors on the toilet cubicles. Therefore children's privacy is not promoted. Risk assessments are carried out informally to minimise potential hazards, however they are not recorded. Fire drill practices are not carried out regularly or recorded to help children learn and become familiar with fire evacuation procedures.

Furniture, toys and equipment are well maintained, clean and suitable for the children attending and meet their needs effectively. Children access a range of play equipment and resources, much of which is presented at low level shelves.

Children are well protected from harm or neglect. Staff have a good knowledge and understanding of local child protection policies and procedures to ensure the welfare, safety and protection of the children. However, the procedure does not include allegations of abuse made against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly enjoy their time at the nursery. They arrive happy and confident and quickly settle into the routine making their own choices about their play. Children access a stimulating and varied range of activities and resources. Good, warm and caring relationships are evident as children listen and communicate well with each other and with adults. Children's needs are met well through good organisation and planning of activities for them.

Young children benefit because good use is made of the Birth to three matters frame work. Children's care, learning and play are supported well by staff who monitor their progress and use this information to plan for their individual needs. Staff give reassurance, encouragement and genuine praise.

Nursery Education.

The quality and teaching and learning is good. Children benefit because staff have a secure understanding of the Foundation Stage and how children learn. Children are making good progress towards the Early Learning goals.

Information from observation and assessment records are used effectively to plan for the next step in children's learning. Staff plan an interesting range of activities linked to the stepping stones and various themes. However, activities are not evaluated to ensure that the learning intentions are achieved.

Staff are friendly and caring and form good relationships with the children. Staff gives lots of encouragement and praise which develops children's confidence and self-esteem. As a result, children are well behaved.

Children are practising their early writing skills as they and draw and write recognisable pictures and letters. They are learning to recognise their names, for example they select their name cards when they arrive at nursery. Writing resources are well organised to allow children easy access. There are good opportunities for children to write for different purposes. Children enjoy mathematical activities such as fitting puzzles together and identifying colours, shapes, size and numbers.

Children develop their knowledge and understanding of the world as they study living things, such as the life cycle of a butterfly and observe how plants grow. Children learn about technology as they use a range of programmable toys such as calculators, cameras, and telephones during role-play.

Children are developing a good knowledge of colour, texture, shape, form and space in two and three dimensions whilst constructing, painting, drawing and sticking with various materials. Children enjoy the range of physical activities during outdoor play and are becoming skilled at their climbing and balancing skills.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value each child as an individual. Children are cared for by staff who know their individual needs and home circumstances, for example their dietary requirements

Children learn about themselves and the wider world through planned activities and discussions for example, around a variety of cultural festivals. This helps them to understand and value the similarities and differences between themselves and others. This fosters children's spiritual, moral, social and cultural development.

Children are fully integrated within the setting. The Special Educational Needs Co-ordinator has received appropriate training to support children with learning difficulties. Staff have developed good relationships with other relevant professionals. This means that children's receive appropriate support.

The partnership with parents is good. Children benefit from the good relationships between staff and parents as their individual needs are met. Staff provides daily feed back to parents about their children's developmental progress and activities they have participated in. As a

result, children are happy and content because their individual care needs are well met. Parents receive information about the curriculum. Children's reports are shared with parents regularly during parents meetings and parents have good opportunities to contribute to them.

Organisation

The organisation is satisfactory.

The nursery offers a warm and welcoming learning environment where all children are happy and settled. Children are well cared for by adults who are routinely vetted and have relevant experience, knowledge and skills. Space and resources are used well to meet the children's individual needs and ensure their safety, welfare and development.

Leadership and management for nursery education is good. The provider is involved in the planning and teaching of the curriculum. However, activities are not evaluated to ensure that the learning intentions are achieved. Children benefit from staff who are well qualified. Staff have good knowledge not only of child development but of the Foundation Stage and Birth to three matters framework

Children's welfare and individual needs are met at this setting and appropriate records are in place to support their understanding of each child. However, fire drill records and risk assessment are not in place. Although policies and procedures are in place, they have not been reviewed and updated. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to ensure that parents are provided with written information about the service the setting provides; to ensure that the activities are planned and evaluated to meet the needs of the younger children and provide opportunities for children to explore and use their imagination through music, rhythm and dance. Parents are provided with a written hand book about the service the nursery provides. This promotes good partnerships with parents. Younger children benefit from staff knowledge of Birth to three matters framework. They plan a range of activities to promote and support their learning and development. Children have good opportunities to explore and use their imagination through music and dance. They select from a range of musical instruments independently and participate in dance and music sessions.

Complaints since the last inspection

Since registration 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):

- ensure that fire drills practices are carried out regularly and recorded
- ensure that child protection procedure includes if an allegation is made against a staff member
- review and up date policies and procedures
- ensure that risk assessments are recorded
- ensure children's privacy in the bathroom

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):

- ensure that activities are evaluated to show that the learning intentions are achieved.

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