

Hounslow Day Nursery

Inspection report for early years provision

Unique Reference Number	EY285402
Inspection date	07 February 2008
Inspector	Elizabeth Juon
Setting Address	20 Montague Road, Hounslow, Middlesex, TW3 1LD
Telephone number	020 8570 4409
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Registered person	Asquith Court Nurseries Limited
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Hounslow Day Nursery opened in 1999. It is one of a chain of nurseries run by Asquith Court Nurseries Ltd and operates from four rooms within a converted building. It is situated in Hounslow. A maximum of 97 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00, 51 weeks of the year. All children access a secure enclosed outdoor area.

There are currently 97 children aged from three months to under five years on roll. Of these, 36 children receive funding for nursery education. Children from the local community attend the nursery. The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language.

The nursery employs 16 staff including a cook, cleaner and administrator. Of these twelve of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures that meet the children's nutritional, health and physical needs. There is documentation available to safeguard children's wellbeing such as the sick child policy, accident records, allergy information and parental consent for emergency treatment. Children receive appropriate treatment if accidents occur as a majority of staff have first aid training and the first aid boxes are well stocked and easily accessible. Children are developing an understanding of personal care and hygiene and have access to amenities to carry this out independently such as, hanging their coats on coat pegs and visiting the toilet when they need to. Children independently wash their hands at appropriate times with little adult intervention. They use paper towels to dry their hands minimising the possibility of cross infection. The staff have a cleaning routine that helps to protect children from infection, for example, wiping tables with an anti bacterial product before meals and a cleaner comes into the nursery several times a week to maintain a hygienic environment for children. However, there was no soap in the staff toilet on the day of the inspection and no system in place to monitor that appropriate toiletries are available, this does not thoroughly maintain staff's personal hygiene standards.

Children develop a positive attitude to physical activities as part of their daily routine. They have regular opportunities for outdoor play in the fresh air and to learn new skills, such as, pedalling.

Children are able to rest and sleep according to their individual needs. Clean bedding is available for children's use and staff regularly monitor the sleep room to ensure children are safe and comfortable.

Children have their dietary and nutritional needs met very well. Meals are prepared daily on the premises using fresh produce. The cook has a food hygiene certificate to maintain good standards in the kitchen. Children thoroughly enjoy fresh fruit at snack time and gain independent skills peeling an orange and serving food and drinks at meal time. The organisation of lunchtime provides opportunities for children in the pre-school room to learn social skills such as setting the table; raising children's self-esteem by being a helper. An efficient system of each child having a different colour place mat depending on their dietary needs ensures children's individual needs are met, for example, a red placemat denotes a food allergy. Staff wear aprons and disposable gloves when preparing food and drinks for the children to maintain good standards of hygiene.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery has undergone a recent refurbishment providing new resources and a different room layout. The rooms are light and airy and provide spacious playrooms where children can move and play freely, to aid their development. Children enter a welcoming environment with colourful displays of children's artwork, posters and easily accessible toys and activities. However, as a result of the room change, children aged three and above now have toilet facilities originally provided for children aged two years. These facilities do not provide adequate privacy as the toilets lack doors; this does not encourage children's independence. Conversely, children aged

two to three years now use toilets which have a heavy door to push on entry and make it less easy for children of this age to access toilets quickly during toilet training which may hinder their progress and confidence. The play rooms have defined spaces such as, role-play, reading, writing, art and craft areas. Children have easy and safe access to good quality age appropriate toys and equipment, which the staff check and clean regularly. Toys are well sorted; stored and easily accessible by the children to encourage choice and independent decisions about their play.

Children play and move around safely in the setting. The risks of accidental injury are minimised because staff are vigilant and use risk assessments to reduce potential hazards. Each room has access to a secure outside space laid with a soft play surface for safety. The outside area is given a visual safety check by staff, however, there is no written check list or record kept of this task to ensure it is completed or that any action is required such as, clearing excessive leaves. The outside space is divided in to two areas so that babies can play without danger from older, more mobile children. Children benefit from some effective safety measures in place, for example, staff monitor the front door by camera, ask visitors for identification and to sign the visitor's book. Children are cared for by staff who have completed a vetting process and a password system is in place to ensure children do not leave the nursery with an unknown adult. A clear written evacuation procedure is on display in each room but no fire drills have been carried out for several months before the day of inspection. This lack of routine procedure may compromise children's safety and prevent staff and children evacuating quickly. Children are beginning to learn how to keep themselves safe by following routines such as, tidying up, sitting at the table to eat and not running in the setting.

Children's welfare is safeguarded because staff have an understanding of their role in child protection and know the nursery procedures to follow if concerns arise about children in their care. There are current national guidelines available for staff and an intention to ensure staff receive appropriate local child protection training during this year. However, the written child protection procedure does not at present; comply with that of the Local safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy and achieve as they take part in a balanced range of age appropriate activities. Children come in happily, even younger children under three, and leave their main carer with ease; they settle quickly and appear content in the nursery. As children arrive they are warmly greeted by staff and also their friends and are beginning to form relationships. However, the recent changes to the staff mean it is less easy for children to have a consistent key person to care for them. Children are keen to communicate with staff who get down to child level responding kindly to their needs. Babies receive lots of cuddles. They are able to explore natural materials and textures in the treasure basket and in messy play. Throughout the day children are generally busy and occupied; children under three also show persistence in completing an activity for example, a puzzle. All permanent staff have responsibility for different areas in the rooms for children under three, for example, art and craft, which provides a focus for planning using the Birth to Three Matters framework. Staff rotate the toys and equipment regularly to sustain children's interest and enjoyment, giving children the chance to express themselves through different media and play materials such as paint, play dough, sand, water and role-play. Children's achievements are documented in each child's individual developmental progress file.

Nursery Education

The quality of teaching and learning is satisfactory. At the present time there is limited planning, observation, evaluation or assessment in place to indicate if all areas of the curriculum are adequately presented to the funded children. There is no record of children's achievements to show their progress through the stepping-stones toward the Early Learning Goals or if there are any gaps in learning. The newly appointed manager of the nursery has immediately highlighted the areas for improvement and implemented changes that according to staff have made a considerable difference to team work and the learning environment, to benefit the children. The organisation of the environment and resources supports children's learning in all areas. However, there are areas for improvement which include developing the system of planning and evaluation of activities to include a link to the stepping stones, children's group size for both indoor and outside activities, differentiation for less or more able children and a record of children's progress. The staff have undergone changes in this room and again this has affected the consistency of the key worker for each child and the opportunity for staff to observe and record children's progress. Activities may be presented to children in the whole group and although children maintain an interest, this method does not allow the staff to work closely with individual children to meet their different needs. A daily routine is followed and known by staff, for example, when it is snack-time, but it is not effective in ensuring children have consistent daily learning opportunities such as, discussing the weather, rote counting or participating in a story that is relevant for their age and stage of development.

Children participate in the activities on offer with interest. They are friendly, helpful, kind and considerate to each other. Children listen well and follow instruction, such as tidying away the toys. Children practise emergent writing skills, some children can write their own name. However, staff often do this for them before they have chance to name their own work and do not promote writing from left to right, for example, children's names may be written in the top right hand corner of the paper. The writing area provides some resources that children can access at any time, such as paper, pencils, hole-punches, name labels to encourage children to write or use small tools to improve dexterity. Children look at books for pleasure and information. However, there few opportunities for children to count, calculate or do simple sums during activities such as, setting the table. The range of resources to introduce technology in everyday situations is limited. Children use a range of equipment inside and outside; they are developing physical skills while running, pushing, climbing and sliding. However, they share the outside area with younger children and this limits the opportunity for challenge such as, jumping from a high step or throwing, just in case a younger child is in the way. Children are able to grow simple plants such as cress to tend to living things and observe the growth cycle. Children are introduced to festivals and celebrations from around the world in a simple way, for example creating a display for Chinese New Year and practising picking up rice with chopsticks. The children had pancakes to eat on Shrove Tuesday and helped to make the batter. This introduces children to traditions. Children have drawn, painted, cut out and compared pictures of their faces with friends enabling children to think about their own body and value differences. The dressing-up clothes are available to enhance children's ideas and extend play. Children display creativity when painting, sticking and gluing; the ideas and choice of materials are child-led providing opportunity for spontaneous creativity.

Helping children make a positive contribution

The provision is satisfactory.

Children can easily reach age appropriate resources provided by the staff and make choices about what they play with, including, puzzles, dolls and books that reflect positive images to support their learning. Children have opportunities to learn about themselves, each other, the

local community and the wider world through planned activities, celebrating festivals, seeing posters showing different people and talking about their home life. For example, children have been introduced to the Chinese New Year and Shrove Tuesday. Many of the staff speak more than one language and this helps children with English as an additional language settle in to the nursery. Parents are asked to provide a list of words in the child's home language to enable understanding, for example, the word for drink.

Staff value and respect children's individual needs, and treat them all with equal concern. However, staff are not always consistent in each room to provide a continuity of care for children. The nursery offers support for children with learning difficulties and disabilities. Staff work with other professionals, parents and the Special Needs Coordinator to ensure children are making progress. Children benefit from the staff's ability to adapt activities to ensure children take a full and active part in the setting.

The new manager has immediately provided changes to benefit the staff and value their worth. They have a larger, more comfortable staff room and are being encouraged to take on roles and responsibilities within the nursery. Staff appraisals highlight training needs to update staff knowledge and skills to benefit the children.

Children generally behave well. They are beginning to learn what is right and wrong, take turns, share, cooperate and become familiar with the rules of the setting for example, helping to tidy away resources. Staff reinforce children's positive behaviour with praise and encouragement. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents receive verbal and written information each day about their child's daily routine to inform parents of, for example, feeds and nappy changes. A new notice-board is under preparation to provide information on the Early Years curriculum. At present children's files are not up to date to accurately inform parents about children's progress. Parents are aware of the regulator's details and a procedure is in place should parents have a complaint. However, the complaints record log is not adequately completed to state the outcome of a complaint as agreed with parents. Documentation is in place to ensure children's personal details are current in case of emergency. The parents spoken to at the inspection are pleased with the care their children receive.

Organisation

The organisation is satisfactory.

Children are received into an attractive, welcoming environment. They are cared for by staff who hold relevant childcare qualifications. However, many of the staff are 'bank' staff having to work extra hours and are not on the permanent staff team. There are sufficient staff working with children to maintain ratios to support their play and learning, contributing to their wellbeing. Appropriate vetting procedures are in place to ensure staff are suitable to work with children to ensure their safety. However, the provider lacks an efficient system to notify Ofsted of the significant change of a new manager being appointed. The premises are well organised and there is sufficient time for children to complete their activities. Indoor and outdoor space is set out to provide appropriate play and learning opportunities for children. This contributes to children's enjoyment, achievement and ability to take an active part in the setting.

There are comprehensive written policies and procedures in place covering all aspects of the setting to promote children's health, safety, welfare and individual needs. However, the child protection procedure requires updating and a regular system of emergency evacuation drill is

required. The registration system provides an indication of staff working in the nursery. The room register records the times of children's attendance as they enter the room, to provide an efficient roll call in an emergency.

Leadership and management of the nursery education are satisfactory. Staff have a basic knowledge of the Foundation Stage curriculum and put this into practice based on previous planning, to benefit the children. There is a commitment to providing children with a positive learning environment and to fully maintain children's developmental records, to ensure children are making progress. The manager is aware of the strengths and areas for improvement and is keen to implement further improvements to enhance the nursery provision including recruiting a full staff team and enabling children's free-flow play between inside and outside. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Care inspection the provider was asked to ensure all staff consistently implement the nursery policy regarding the management of children's behaviour and that the policy includes methods to manage any bullying behaviour, ensure children are able to use the outside area safely, ensure deployment of staff is organised so that the required ratio of staff working directly with the numbers of children attending is maintained, ensure drinks regularly available for children.

The provider now reiterates the nursery behaviour management policy on a regular basis to ensure staff use appropriate strategies to manage children's behaviour. Appropriate staff ratios are maintained and children are able to use a safe outdoor area and have access to drinks at all times. These measures ensure children's health, safety and welfare.

At the last inspection of Nursery Education the provider was asked to ensure staff are deployed effectively to enable children to receive sufficient attention and support; to use key worker observations of what children know and can do to enable children to make the next steps in individual development and inform planning to ensure activities are enjoyable and meet the needs of children who learn at different rates; to enable staff to develop a secure knowledge and understanding of the early learning goals and stepping stones, particularly in the areas of knowledge and understanding of the world and creative development; to provide more opportunities for children to spontaneously access and explore a wide range of materials, objects and everyday technology to allow them to be creative, investigate and find out how things work; to provide regular opportunities for funded children to have sole use of the outdoor area to explore the outdoor environment and experience vigorous physical play and challenge.

Since the last inspection of nursery education there has been limited improvement made and the recommendations made are still relevant at this inspection as areas for improvement.

Complaints since the last inspection

Since the last inspection Ofsted received three complaints relating to National Standard 2: Organisation; National Standard 3: Care, Learning and Play; National Standard 6: Safety; National Standard 11: Behaviour and National Standard 12: Working in Partnership with Parents. Concerns were raised regarding staff ratios and qualifications; behaviour management; meeting children's individual needs; safety of furniture and equipment; and information sharing with parents. Ofsted conducted unannounced visits to investigate all three complaints. As a result of these visits Ofsted required the registered person to take action under National Standard 2, National Standard 12 and National Standard 14: Documentation. The provider responded to Ofsted to

confirm that suitable measures had been taken to meet the actions set. No further action was taken and the provider continues to be registered.

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):

- devise a system to monitor staff facilities and ensure toiletries are available to maintain staff's personal hygiene
- ensure that the dignity and privacy of children in the pre-school room (3-5 years) are respected when using the toilet; ensure the easy accessibility of the toilets for children in the nursery room (2-3 years) to promote their confidence and developing independence
- practise the emergency evacuation frequently to ensure staff are able to carry out their responsibilities to enable children to leave the premises quickly
- ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB)
- complete the complaints record fully to ensure it includes a written record of the outcome signed by parents
- devise an efficient system to inform Ofsted of significant changes and events in a timely fashion; demonstrate how children will be in groups of no more than 26.

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):

- develop the system of planning and evaluation of activities to include a link to the stepping stones, children's group size inside and outside, differentiation for less or more able children and a record of children's progress
- develop a consistent daily routine to inform staff and enable children to have learning opportunities in everyday activities such as registration, mealtime and storytime
- provide children with opportunity to identify and use everyday technology

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