

The Brentford Day Nursery

Inspection report for early years provision

Unique Reference Number	116174
Inspection date	09 October 2007
Inspector	Deborah Jane Orchard
Setting Address	St. Pauls Old School, Half Acre, Brentford, Middlesex, TW8 8BH
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Registered person	Bringing Up Baby 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?

The Brentford Day Nursery opened in 2000 and is one of five nurseries run by Bringing up Baby Limited. It operates from a two storey building in Brentford in the London borough of Hounslow. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:15 hours for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged five months to under five years on roll. Of these, nine children receive funding for nursery education. The nursery employs eight staff. Five members of staff, including the manager, hold appropriate early years qualifications and three members of staff are currently working towards a recognised Early Years qualification. In addition, the nursery employs a cook and cleaner.

Children attending, come from the local and wider community. The nursery supports a number of children who speak English as an additional language. The nursery receives support from Hounslow's Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play in a clean environment where staff follow suitable hygiene procedures during the day. For example, staff ensure adults cover or remove footwear before entering the areas used by the under two year olds. Children have opportunities to learn the importance of good hygiene as part of their daily routine. They are encouraged to wash their hands independently as supportive washing signs and pictures are displayed in the bathroom. Staff provide appropriate levels of support for the younger children as they develop their skills in doing this. The staff keep a record of nappy changing to ensure babies are kept clean and comfortable. There are clear procedures in place for recording any medication being administered, which helps ensure children receive good care.

Children are able to enjoy a variety of healthy and nutritious meals that are freshly prepared by the nursery cook. For example, vegetable and cheese pasta and rice pudding. Children's individual dietary needs are respected and clear recording ensures these are followed by staff. Mealtimes are a sociable time in the nursery as staff sit with the children and talk about the healthy foods they are eating. Children are developing their independence as they help to serve themselves and clear away the plates after eating. Children can access drinking water throughout the day.

Children are developing physically as they have daily opportunities for exercise. Babies are able to develop their large muscle movements as they crawl through tunnels and stretch to reach floor toys. Younger children have fun using the indoor gym area where they bounce on the trampoline and climb low level equipment. Children are developing their spatial awareness and they run around in the outside area. The older children benefit from fresh air as they dress up in suitable wet weather clothing and go for a walk locally.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have fun as they play freely in the bright rooms. The play areas are well organised by staff as the equipment is accessible and provides for different areas of learning. These include a imaginative play area, mathematical area, writing area and comfortable book area. The children are able to access a range of toys and resources, which are kept clean and in good repair. Many of these are stored at a low level, which enables children to make independent choices in their play. Children are being provided with appropriate furniture to meet their needs. For example, cots, sleeping mats and low level tables and chairs.

Children are kept secure on the premises as staff take steps to identify and reduce possible hazards within the setting, such as making visual checks of all areas before use. There is a intercom system to enter the premises and visitors are requested to signed in the visitors book, this helps to safeguard children. Evacuation procedures are in place, which are practised by children and recorded. This helps protect children in the event of an emergency. Fire safety checks are carried out on the building and staff are being pro-active in ensuring all the required fire fighting equipment is in place.

Children's welfare is safeguarded as staff have an understanding of their role regarding child protection issues. There is a named person in place who has received training in this area. A

policy is in place for protecting children, which includes details regarding what steps to take if any allegations of abuse are made against staff. However, the policy does not contain all the required contact details, which reduces protection for children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and having fun in the nursery. They spend their time purposefully as they participate in a range of interesting activities. The staff join in children's play, offering appropriate levels of support. Children benefit from strong relationships with staff who are caring and attentive. This helps them to feel settled and enjoy their time in the nursery.

The staff have a understanding of the Birth to three matters framework, which they use when planning activities for younger children. The babies and younger children have great fun being creative, smiling as they listen to the sounds their hands make when making hand print patterns. They are developing their imagination as they have tea parties in the home corner, showing delight as the staff pretend to eat the food being prepared for them. Babies feel safe to explore as staff sit on the floor with them whilst they put things in and out of containers and crawl to reach objects. They benefit from the warm interaction with staff as they snuggle up to look at books in the cosy book area.

Nursery Education

The quality of teaching and learning is good. Children gain from effective teaching methods used by staff. For example, asking open questions to extend the children's thinking and explaining the purpose of activities. The staff listen and respond to the children's request. For example, by organising and participating in a cooking activity when the children become excited about creating a rocket cake they find in a recipe book. The staff meet each week to plan activities which cover all areas of learning. They observe and record children's progress. The staff talk about each child's stage of development and are working on evaluating to identify the next steps in children's learning.

Children are developing their social skills as they share and turn take during daily activities. They have good opportunities to develop their independence as they help at meal times and self select toys. They are able to develop self help skills as they put on their outdoor clothing and help tidy up. Children are familiar with the daily routine and follow this well. Children are confident speakers and engage in lively conversations as they tell the staff which ingredients they need for cooking. They explore books as they look at cakes in the recipes book and hold books correctly in the book area. The children can help themselves to various writing materials. However, children are not regularly encouraged to make their mark on their individual work. Children are becoming familiar with the written word as they are able to see clear labelling around the nursery. They are able to recognise their own names as they look for their individual coat pegs and table mats. Children are confidently exploring numbers as they count 12 snakes in the water tray. They have great fun as they play with the 'electronic roamer', entering numbers to programme it to move forwards and subtracting to make it move back. Children are developing an understanding of the world as they make trips to the supermarket to purchase ingredients and discuss what they can see in the local community. They share events of their own lives as they discuss which margarine and cereals they eat at home and talk about shopping trips with their own families when they are out. They participate in a range of activities to extend their knowledge of the lives of others, such as, 'food from different countries'. They are able to understand technology as they use the computer and programmable toys. They explore natural

materials as they play with soil trays outside and study insects using magnifying glasses. Children respond enthusiastically to what they see, hear and taste as they listen to a variety of music and become engrossed in building their rocket cake and enjoy tasting their creation. Children participate in a wide range of creative play, including sticking and vegetable printing, which is attractively displayed in the setting. Children develop their fine muscle movements as they participate in threading activities and fit small pegs in boards. They develop their large muscle movements through a range of activities indoors and outside.

Helping children make a positive contribution

The provision is good.

Children feel secure as their individual needs are met effectively within the setting. They benefit from good relationships with staff who listen and respond to their questions. Staff recognise when younger children are tired and provide their personal comforters, which supports their sense of security. Children have opportunities to find out about the wider world as they recognise and celebrate different festivals. They are able to respect differences as they participate in discussions and access a range of toys and books which positively reflect diversity within the community.

Children with English as an additional language receive support within the setting. The staff learn key words in different languages to ensure children's needs are being met. All children are able to feel valued within the setting as the staff have a positive attitude towards inclusion. Children are displaying a caring approach as they recognise that they each have different needs and show concern towards one another. This positive approach fosters children's social, moral, spiritual and cultural development.

Children behave well in the setting as they understand what is expected of them and are clear about what is acceptable and unacceptable behaviour. Staff act as positive role models as they are calm and polite in their approach. There is a suitable behaviour management policy in place, which is followed by staff. Children are praised for their achievements and feel valued as they see their work displayed in the nursery.

Partnership with parents and carers is good. All relevant information is exchanged verbally on a daily basis and parents have the opportunity to attend parents evenings. Parents and carers are kept informed about the nursery activities as this information is displayed on the walls and parents notice board. Regular newsletters are circulated to provide families with additional information. Parents and carers are made welcome in the setting as they spend time settling their children and attend informal coffee mornings. Parents of children who receive funding are given information about the Foundation Stage of learning and have opportunities to meet formally to discuss their child's progress. Parents comment they are happy with the service they receive.

Organisation

The organisation is good.

The leadership and management of the setting is good. The manager, deputy and staff work very well as a team, they are friendly and enthusiastic. The manager is actively involved in the nursery and uses incentive schemes, which helps to keep the team motivated. The staff have a good understanding of how children learn and have opportunities to attend relevant training courses to update their knowledge and skills. The team meet regularly to plan their activities and discuss relevant issues, they receive regular supervision and appraisals.

Children's well being is supported by the effective organisation of the setting. The staff are clear of their role and responsibilities as they follow the policies and procedures for the nursery. The required documentation is in place, which helps to safeguard children. However, the policy relating to child protection issues does not contain all the necessary details which reduces protection of children. The organisation of activities and routines provides daily opportunities for outside play, regular meals and quiet time. The layout of the room allows children to make choices in their play and access resources with ease. This helps children to feel relaxed and at home in the nursery. Children are secure in the setting as they are not left unsupervised with any person who is unchecked. 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 setting was asked to develop staff's knowledge of child protection issues. There is a named person in place to deal with any issues relating to child protection. The staff are aware of recognising possible indicators of abuse, which they discuss in team meetings and cover as part of the induction process. This helps to safeguard children.

At the last education inspection, the setting was asked to increase the opportunities for children to take part in activities that offer appropriate physical challenges both indoors and out. In addition, they were asked to allow children to produce their own creations and develop a system for evaluating strengths and weaknesses in the quality of teaching.

The outdoor area has been renovated and children now have regular opportunities to participate in physical activities both inside and outdoors, which offer challenge and supports children's development. The system for evaluating teaching has been updated to reflect on teaching methods within the setting. Staff attend regular meetings and receive supervision to support and develop these skills. Children are able to participate in a range of activities to develop their creativity.

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):

- update the policy for Safeguarding children to ensure it contains all the necessary contact details

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):

- extend opportunities for children to mark make
- continue to build on ways of identifying next steps in children's individual 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