

9 Months Nursery

Inspection report for early years provision

Unique Reference Number 116180
Inspection date 24 July 2008
Inspector Pauline Nazarkardeh

Setting Address 30a The Grove, Isleworth, Middlesex, TW7 4JU

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Registered person 9 Months 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 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 9 Months Nursery opened in 2001. It operates from rooms in the converted basement of a large Victorian house. It is situated in Isleworth, within the London Borough of Hounslow. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. All children share access to a secure outdoor play area.

There are currently 37 children under five years on roll. Of these 13 children receive funding for nursery education. Children come from the local and surrounding areas. The nursery is able to support children with learning difficulties and/or disabilities and children for whom English is an additional language.

The nursery employs nine staff, and a cleaner and a cook. Of these staff, seven including the manager, hold appropriate early years qualifications and one member of staff is working towards a qualification. Peripatetic teachers provide tuition in French and drama.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being in an environment that is maintained to a high standard of hygiene and cleanliness. This means that they are able to play on the floor with no risk of contamination. Children's health is further promoted as most of the staff hold a current first aid certificate and use effective methods to manage accidents and administer medication. The well equipped and clean cloakrooms support children as they learn the importance of washing their hands at appropriate times during the day.

Children enjoy healthy and nutritious snacks and meals. Their individual dietary needs are respected, the current weeks menu is displayed for parents to see. Chicken, fish, pasta, fruit and vegetables are included in the menu. Staff sit and eat with the children and a social occasion is created through the relaxed atmosphere. The food is put on plates by the staff and placed in front of the children at the table. Consequently, children do not have the opportunity to routinely make choices about what and how much to serve themselves. Children help themselves to drinking water when they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are welcoming, clean and suitably maintained. Children use a wide range of good quality toys, furniture and equipment. They are very happy, confident and self-assured. Children enjoy the activities on offer. Staff ensure that they are well presented and appealing for the children to engage with.

The rooms used by the children are light, bright and airy. The displays of children's artwork help to make the environment welcoming for children and their parents and carers. Overall children are secure in the building as a camera monitors the front gate, however, when the front door is left unlocked children could be at risk from an unauthorised person gaining access to the building.

Children are protected due to staff having a secure knowledge of the Local Safeguarding Children Board procedures. All staff attend child protection training to update their knowledge and secure systems are in place for recording possible child protection concerns.

Helping children achieve well and enjoy what they do

The provision is good.

The younger children's care and well-being is promoted as staff have a developing understanding of how to meet their needs. Staff use the Birth to three matters framework, which supports children in their earliest years; to plan for and support younger children's learning and development.

Children are participating in activities which are appropriate for their age and stage of development. They are helped to make sense of what they see, hear and touch as they use foam, musical instruments, paint and books. Children smile with a great sense of achievement when they play with the tea sets arranged on the floor as staff give children plenty of praise. Some younger children, however, have limited access to equipment especially after sleep time.

Nursery Education

The quality of teaching and learning is good and children are making steady progress towards the early learning goals. Staff have a good understanding of the Foundation Stage and overall, provide a balanced curriculum. They are keen to improve the provision for early education. Planning, evaluation and assessment systems are in place to support children's progress and learning. The planning of most activities provide realistic challenges for the children as they are adapted to include the needs of the more able children as well as those who may require more support. However, this is not fully implemented in relation to developing children's independence as even the older children access drinks from a beaker even although they can pour and drink from a cup.

Children are happy and motivated to learn. They are developing their ability to concentrate, take turns and to share during focus activity time. They have opportunities to express and develop their creativity through imaginative play, dressing up and drama.

Children communicate and share their ideas and experiences. They practise their early writing skills as they draw and paint. However, they do not have opportunities to write spontaneously for purposes. Children listen to stories as part of a group and they particularly enjoy stories with props, for example 'Mrs Henry's Hat'.

Helping children make a positive contribution

The provision is good.

Children behave very well in the nursery because they are busily engaged in purposeful activities. They quickly learn what is expected of them and understand that showing consideration towards each other and listening to staff creates a harmonious and happy atmosphere for everyone.

Children are gaining knowledge about their own and other cultures and religions. Resources promote different ways of life and displays, such as 'symbols of faith' help children to appreciate differing beliefs. Children's spiritual, moral, social and cultural development is fostered.

The nursery works closely in partnership with parents and carers. Effective daily communication means that the care given is consistent and appropriate. Communication books are used for children under two years of age. These are written up by staff each day and contain all relevant information, such as how much and what the child has eaten, and how long they have slept. It is passed to parents and carers when the child is collected, and parents are invited to add their own notes to feedback to the staff the next day. There are both formal and informal opportunity for parents to discuss the progress of their child. This ensures that parents are kept fully informed and consulted for the benefit of the child.

The partnership with parents and carers of children who receive nursery education is good. Parents are well informed about the Foundation Stage and how it impacts upon their child. They are also given information on topics and the themes to be covered. Parents are also given suggestions about what they can do with their child to help them explore the topic and to support their learning at home.

Organisation

The organisation is good.

All of the legal documents required by Ofsted are in place. The nursery policies and procedures are reviewed regularly and are used effectively to promote the well-being and safety of the children. Parents can access these documents at the nursery or online at the nursery's web site.

Effective recruitment procedures are also in place to ensure all staff are suitable to work with the children. The majority of the staff working directly with children hold a recognised childcare qualification. Staff are well deployed ensuring that children are supported in activities, and clear policies and procedures ensure children's safety. The setting works with the local authority in order to improve the quality of care and education for the children.

The leadership and management of the setting is good. Children's care and learning is enhanced by the staff's good understanding of the Foundation Stage and child development. The provider is committed to building upon the existing good practice of the nursery. She evaluates the work of her staff to identify any training needs, with the aim of ensuring the nursery continues to provide a good service for each child and their family. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

There were no weaknesses identified at the last inspection. As a result of the inspection the provider made improvements by extending the resources for problem solving and extended the programme for local visits.

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 safety of children by ensuring that front door is secure at all times
- ensure that children can access a range of activities throughout the day

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 children's independence when accessing drinks and at lunch time by offering choice and enabling them to serve themselves
- provide children with more opportunities to write for a purpose.

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