

# North Harrow Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY260395
<b>Inspection date</b>	15/09/2008
<b>Inspector</b>	Julie Biddle / Victoria Vasiliadis
<b>Setting address</b>	42-44 Gloucester Road, Harrow, Middlesex, HA1 4PW
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

North Harrow Nursery Limited was registered in 2003; they are registered on the Early Years Register. The setting operates from two converted houses in the London Borough of Harrow. There are four children's play rooms, a science, sensory and computer room. There is a fully enclosed garden for outside play.

The setting is registered to care for a maximum of 94 children at any one time. It is open each day from 08:00 to 18:00 all year round. Children attend for a variety of sessions. There are currently 101 children on roll. The setting supports children who have English as an additional language.

There are 26 members of staff including the manager who work with the children. The manager and most of the staff hold appropriate early years qualifications.

The setting is a member of the National Day Nursery Association and it receives support from the Local Authority.

## **Overall effectiveness of the early years provision**

Children are happy as they learn, they are making progress across the every child matters outcomes. Partnership with parents, local schools and other professionals is a strength, ensuring the children's welfare and learning needs are met.

In the main children are safe and secure. However, at times the security of the building is not sufficiently monitored and some risk assessments for outings is not in place.

There are suitable self evaluation procedures in place, meaning the manager and staff group are able to identify their strengths and weaknesses. As a result future training needs are identified and acted on.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend children's opportunities to learn about keeping healthy
- ensure effective risk assessments are in place to ensure the safety and welfare of the children
- ensure staff are consistent in their questioning techniques

## **The leadership and management of the early years provision**

Children make good progress in their learning and development as a result of the manager's and staff's clear understanding of good practice. The manager's commitment to improving the service for the children has resulted in some positive

changes; as a consequence children are now settled in a base room and free flow play has been introduced. This allows children continuous access to the well organised and resourced outdoor area, where they are able to plant and care for their plants.

The positive working relationship between management and staff ensure the children are well cared for and the day runs smoothly. In addition there are systems in place to identify staff training needs, thus ensuring staff remain up to date and motivated in work. Self evaluation takes into account the views of parents and carers, however, it does not presently include staff views and comments. Effective systems are put into place to address any identified issues arising from self evaluation.

The setting has in place appropriate procedures to ensure children's safety and welfare is promoted. For example clear and robust systems for recruiting and vetting staff are in place. In addition staff have a good knowledge of safeguarding children and of their roles and responsibilities in reporting concerns.

## **The quality and standards of the early years provision**

The children are making good progress across all areas of learning and development. They enjoy their play and learning through a variety of activities and experiences both inside and out. The children showed great enthusiasm as they explored the outdoor area. They had fun dressing up in the role play area and whizzing about on their bikes.

Clear observations identify the progress that children are making which indicates the adults' good understanding of development and how they can promote further progress. Clear plans help to identify the next steps in the children's learning and ensure they are actively engaged whilst in the setting. Children are challenged and encouraged to extend their learning. They participate in floor games such as snakes and ladders where they learn to take turns as they throw the giant dice.

Good use is made of the quality resources both indoors and out. The organisation of the resources enables children to make choices in their play, which increases their independence and confidence. For example, babies' toys and activities are within easy reach which encourages their large motor skills as they crawl towards their activity of choice. Staff are suitably deployed to support children's play and learning. In the main, they pose open ended questions that encourage children to think for themselves and extend their learning. However, this practice is not consistent throughout the setting.

There are appropriate systems in place to prevent the spread of infection. For instance, children who are contagious are excluded from the setting. A being healthy project has recently been implemented across the setting, resulting in children learning about healthy choices at meal and snack times. Children are encouraged to wash their hands before meal times and to cover their mouths when coughing. However, they do not learn why this is important.

The setting places appropriate emphasis on ensuring that practice is inclusive for all children and families. Several languages are spoken by members of staff within the

setting which helps to support the children and their families. Also, adults work with parents and carers to establish key words from the child's home language. In addition, children enjoy opportunities to experience the local community as they visit shops, the library and have visitors to the nursery.

Children's behaviour is managed in a calm and sensitive manner that is appropriate to their ages and levels of understanding. Children are delighted when they are made 'star of the day' thus promoting their self esteem and confidence. Children are praised for their achievements and efforts. Written policies are in place to support practice and shared with parents and carers.

Written risk assessments have been developed, although outings are not included. Appropriate fire evacuation procedures are in place which staff are familiar with. However, drills are not conducted on a monthly basis as is indicated in their policy.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.