

Hatch End Day Nursery

Inspection report for early years provision

Unique reference number	EY289185
Inspection date	02/12/2008
Inspector	Julie Biddle
Setting address	3 Hillview Road, Pinner, Middlesex, HA5 4PB
Telephone number	0208 421 5471 or 0208 421 3971
Email	
Type of setting	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Hatch End Day Nursery is one of 111 nurseries run by Asquith Court Nurseries LTD. It was registered in 1999 and operates from a converted building in Hatch End in the London Borough of Harrow. A maximum of 87 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 100 children aged three months to under five years on roll. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 22 staff, of whom 19, including the manager, hold appropriate early years qualifications.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Staff have created a warm, welcoming atmosphere meaning children are happy and settled as they learn. Staff ensure children benefit from a varied range of activities that challenge and excite them.

Children are provided with a wide range of learning opportunities and experiences. Therefore, they make good progress in all areas of their learning and development. Staff ensure that each child has appropriate care and attention to meet their needs, thereby creating an inclusive provision.

An effective self-evaluation procedure is in place, meaning the manager and staff group are able to identify their strengths and weaknesses. As a result, improvements 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:

- ensure staff are consistent in their understanding of policies and procedures

The leadership and management of the early years provision

Children are cared for in a safe and secure environment. For example, staff are well deployed and carry out risk assessments which successfully minimise children's risk of accidental injury. They continually supervise children's play, being particularly vigilant when they play outside in the garden. In addition, most staff have a good understanding of the safeguarding policy and know what action to proceed with if they were concerned about a child.

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.

The manager and staff have completed a rigorous self-evaluation form that has clearly identified strengths, weaknesses and areas for improvement.

Parents or carers are warmly welcomed into the setting each day and staff are always available to talk to parents about their child. Staff regularly share information about their child's development and progress. Parents say that they are very happy with the setting and have every confidence in the staff, who are approachable and always ready to listen. Furthermore, an inclusive practice is promoted within the setting which ensures that children have their individual welfare needs met and that they achieve well. For example, the setting takes a proactive approach and works well with parents and external agencies in order to support children with learning difficulties. In addition, pictures and photographs in the setting reflect the local community and family life.

The quality and standards of the early years provision

Staff are caring and attentive to the children's needs and focus is on supporting their play. Therefore, children are making steady progress in their early development. For example, they sit with children and engage in conversations with them, they support children's language and extend their thinking. Staff encourage children to express themselves creatively through, for example finger and hand painting. Children have such fun as they cover their hands in paint, staff support is appropriate and enabling.

There are effective systems in place to identify children's starting points. Planning, observation and assessment are successful and assist staff to support children. Clear observations help to identify the next steps in the children's learning and ensures children are actively engaged whilst in the setting.

Children enjoy their play and learning through a variety of activities and experiences, both inside 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, babies particularly enjoy looking at themselves in the low level mirrors.

Staff within the setting demonstrate a clear understanding of how children's good health is promoted. Children are provided with a varied and nutritious diet that includes fresh fruit and vegetables. In addition, menus are on display for parents and children. Children are becoming independent at snack and meal times, they show particular skill in peeling and cutting their own fruits. Children talk enthusiastically about the lovely smell and juice from the Satsuma they are eating. Children enthusiastically join in with songs, and eagerly anticipate what happens next in favourite stories. They also enjoy selecting books to look at by themselves. Consequently, they are learning how to handle books and the pleasure of reading them.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.