

# St George's Day Nursery

Inspection report for early years provision

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**Unique reference number** EY266368  
**Inspection date** 20/01/2009  
**Inspector** Anne Nicholson

**Setting address** St George's Church Hall, Castle Way, Hanworth Park,  
Feltham, Middlesex, TW13 7QF

**Telephone number** 020 8831 9980

**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).

## Description of the setting

St. George's Day Nursery is a private day nursery registered in 2003. It is situated within two buildings, both with good accessibility, in the grounds of a Church in Hanworth. Children receive care in three age-based groups with children under two years in a purpose built Portacabin adjacent to the main building. There is a separate building on site used for a staff room and for meetings. There is a large fully enclosed outdoor play area fitted with a safety surface and allowing access to play equipment. The nursery is registered to care for up to 38 children in the Early Years Register age group and 12 of these may be under two years. Children attend from both the local and surrounding areas and there are currently 61 children between the ages of three months and five years on roll. The nursery is open from 8 am to 6 pm, Monday to Friday, for 51 weeks of the year (closed Christmas to new year). Within the nursery there are 18 languages represented and they support children and adults with disabilities or learning difficulties.

There are approximately 14 staff employed and at least 12 of these hold a childcare qualification with several staff currently training to obtain or increase their qualification. The majority of staff hold a valid paediatric First aid certificate and Food Hygiene certificate.

## Overall effectiveness of the early years provision

Children receive care within two secure buildings where health, hygiene and safety practices are routinely implemented. Children are divided into three age groupings and staff within each group room ensure that there is a range of learning opportunities and activities supporting children's on-going development. The majority of planning, observations and assessments are effective with one aspect of practice when promoting the Early Years Foundation Stage (EYFS), six areas of learning requiring reviewing. Documentation and practice supports inclusion and the nursery provides effective support for adults and children with additional needs and English as an additional language. The partnership with parents, carers and other professionals is good, ensuring children's needs and achievements are shared. A comprehensive self-evaluation process is undertaken to highlight areas of strength within the nursery as well as areas for further development to improve the outcomes for children in their care.

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

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

- ensure that all members of staff understand the safeguarding policy and internal procedures, can implement them consistently and record the details comprehensively to safeguard children's welfare
- review consistency of staff practice when supporting children's development of independence skills, especially during everyday activities and tasks
- review the processes within the baby unit for ensuring planning reflects all

areas and topics covered and for recording how children's achievements are observed, gathered and confirmed.

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

The leadership and management of the setting is strong. The owner is hands on and undertakes daily liaisons with the staff to ensure that an effective learning and development programme is available to support children's progress through the EYFS. Several staff are currently completing childcare qualifications and all staff regularly undertake additional training sessions to continue their professional development. The manager and staff complete a comprehensive self-evaluation form to identify areas of strength within their practice and resources as well as areas where they can improve their practice ensuring the needs of the children remain their focus.

Children remain safeguarded through the nursery's comprehensive policies and procedures and these are easily accessible to parents and staff. Some staffs awareness of the internal process the nursery follows when a concern for a child's welfare is raised requires addressing to ensure consistency through the setting. Nursery staff combine initial information received from parents about their children's achievements with their own observations to establish baselines for each child, ensuring individual needs are identified and staff appropriately promote their welfare and learning requirements.

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

Children's welfare needs are met through good practice and routines. Their learning and development requirements are promoted through the staffs use of planning, observations, assessments and the use Individual Educational Programmes (IEP) for those requiring additional support. Staff within each room provide a range of planned and impromptu opportunities from exploring the contents of a 'Treasure basket', to playing different instruments or serving each other in the Chinese Restaurant. Children and staff bond well, with staff demonstrating that they have a good understanding and knowledge of the physical and emotional needs of the children in their room.

Children receive opportunities to develop their independence skills throughout the day, although at times, during everyday activities like snack, meal times and getting ready to go to the garden, staff provide too much or inconsistent support for older children. All children can easily access resources from around them and from the low storage units for themselves. They participate in activities through the year that develop their awareness of cultures, countries and the wider world they live within and there are eighteen other languages and cultures represented within the nursery. They enjoy accessing the computer and using electronic resources.

Throughout the nursery, children enjoy doing creative activities with staff ensuring that their work is presented on wall displays. Staff are generally confident with

their implementation of the EYFS and regularly undertake in-house and external training sessions to develop their knowledge, planning and assessment skills. They work effectively as a team and use their observations to identify targets for children and highlight these for future planning to meet individual's learning and development needs and support steady progress in all areas. Children enjoy daily opportunities to enjoy outside and physical play in the secure garden area and learning is developed further by staff to reinforce activities and create additional opportunities there. For example, older children take their current book 'Going on a Bear Hunt' outside and re-enact the story with staff.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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 in order to meet the current legislation.

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.