

Heathrow Day Nursery

Inspection report for early years provision

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Inspection date	04/12/2009
Inspector	Deborah Jacqueline Newbury
Setting address	The Old Vicarage, High Street, Harmondsworth, West Drayton, Middlesex, UB7 0AQ
Telephone number	020 8754 0659
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 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.

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Description of the setting

Heathrow Day Nursery is one of 110 settings run by Asquith Nurseries Ltd. It opened in 1992 and was re-registered in 2004. The nursery operates from a converted vicarage in Harmondsworth, in the London Borough of Hillingdon. It is located close to local bus links and shops. Children are accommodated in age related rooms on two floors and all share access to secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 104 children in the early years group may attend at any one time, of whom not more than 38 may be under two at any one time. The nursery accepts children from three months and there are currently 88 children on roll, whose ages range from six months to five years; of these, 14 receive funding for nursery education. The nursery welcomes children with special educational needs and/or disabilities and those with English as an additional language. Children come from the local and wider community.

The nursery is open each weekday from 7.30 am to 6.30 pm for 51 weeks of the year. It closes for three or four days between Christmas and New Year and national bank holidays throughout the year. Children attend for a variety of full or part-time sessions.

The nursery employs 16 permanent full-time and part-time members of staff who work with the children, of whom 14 hold appropriate early years qualifications. One practitioner has achieved a degree in Childhood Studies. The setting receives support from the local authority early years and childcare development partnership and Asquith Nurseries support office.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Heathrow Day Nursery is a happy place where children feel secure. They are well cared for and have their overall learning and development needs met. Practitioners are mostly effective in promoting inclusive practice and ensuring that resources are deployed appropriately so that children can make good progress in relation to their starting points and capabilities. Relationships with parents are good. The management team is fully committed to continually improving the quality of care and early years education it offers children attending the nursery through evaluation of existing practice and targeting areas for further development. These are realistic and are likely to bring about improved outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop children's awareness of equality and diversity, for example, by improving the range of and access to resources reflecting positive images and use of labelling in children's home languages
- ensure a wide range of resources are easily accessible to children in all areas of the nursery environment.

The effectiveness of leadership and management of the early years provision

There are good procedures in place to ensure the safety of children. Practitioners display secure understanding of their role and responsibility in respect of child protection issues and are confident in the action they must take if they have any concerns. The nursery also introduces additional precautions as necessary in response to particular events or circumstances that arise. Such measures ensure that arrangements for safeguarding children are effective and receive continued high priority. The nursery premises are secure and access is controlled. Risk assessments for everything children come into contact with are undertaken regularly and records maintained in accordance with regulatory requirements. Clear and robust systems are in place for the recruitment and vetting of new practitioners and effective induction and appraisal procedures help to ensure that everyone working with children is suitable to do so. Staff development needs are identified, with practitioners being encouraged to take advantage of ongoing training, both for their own professional development and to enhance the quality of provision offered to children. Comprehensive written policies and procedures relating to all aspects of the nursery underpin efficient management and inform practice. Other required documentation is well-maintained.

There is a good team spirit evident at this nursery. Practitioners feel they have good opportunities to express their views and indicate that they find the nursery manager approachable and willing to listen. She, in turn, identifies the staff team as one of the strengths of the nursery. Management is clearly very committed to the ongoing improvement of practice and receives strong support from the company to bring this about. Effective use of self-evaluation and monitoring means that areas of strength are identified as are areas for future development. For example, there are action plans in place to develop the garden area so that children benefit from good quality experiences outside that have regard for all areas of learning. However, in the meantime, some practitioners do not take a sufficiently wide range of resources outside so that children benefit from lots of choice when playing outdoors. Management is also conscious of the need to improve arrangements for promoting equality and diversity. All issues for improvement raised at the nursery's last inspection have either been addressed successfully or are receiving continued attention.

The overall organisation of the nursery and deployment of resources is mostly effective. The premises are generally clean although some specific areas are a little worn and tired-looking. Much effort has been made to ensure children's base-rooms are bright and cheerful and welcoming to children and parents alike. Photographs and examples of children's artwork decorate each room. These are named, which shows that children's efforts are valued and also captioned with

information about learning outcomes. This aids parents' understanding about what their children have gained by taking part in particular activities. All rooms offer sufficient space for children to move around freely and sit and play in comfort. In most rooms resources are well presented and accessible to children which encourages them to make their own decisions about what they do. However, a few areas are a little less successful in achieving this, which sometimes limits opportunities for some children to make choices from a wide range of play materials. Practitioners are aware of their roles and responsibilities and provide children with mostly good levels of support and interaction.

There are some resources throughout the nursery that reflect positive images and thus help children learn about and value different aspects of diversity. However, some of these items, for example some books, are not arranged to be readily accessible to children. This limits opportunities for them to independently explore these and perhaps has the effect of making them special rather than the norm. There is some use of labelling in languages other than English in some nursery rooms but these are not fully indicative of all the languages spoken within the setting. Consequently, not all children benefit from seeing their home language displayed and this also means that opportunities for other children to share in one another's similarities and differences are missed. This is an area for improvement that management is aware of and is devising measures to address this. Practitioners help children find out about their own and other traditions and celebrations. They ensure that pictures are displayed at low level in rooms occupied by younger children so that they can be easily seen and enjoyed. Children are given options of participating in activities and their decisions, to take part or not, are respected.

Parents receive clear and detailed information about all aspects of the nursery provision and the Early Years Foundation Stage. This is provided both in the form of a wealth of corporate information from the company and additional information which is more specific and personal to Heathrow Day Nursery. The nursery operates an open-door policy and has a flexible approach to settling-in new children, which takes account of the views of parents and how they would like this to be done. Parents are encouraged to share their knowledge about their child, including their starting points, through informal discussion with their child's key person. This promotes continuity of care and ensures that early activities can be matched to the individual needs and capabilities of individual children. Practitioners inform parents about their child's day and their learning and development both formally and informally. They receive a daily sheet and a three-monthly report which details their child's progress within each area of learning and the 'way forward' in their learning so they can support this at home. A recently issued parental questionnaire is being used to gauge the views of parents and seek their input about strengths of the nursery and areas for further development. This has highlighted the need, in some instances, to ensure that parents have a clear understanding of terminology used. Arrangements are in hand to address this matter. Parents comment on the 'homely atmosphere' and 'family feel' of the nursery. The importance of working in partnership with any other settings children attend and with others who support individual children is fully recognised. Arrangements to achieve continuity of children's care and learning and to promote their well-being are in place. This is currently mostly accomplished through

parents, although the nursery has identified how it can improve further upon this arrangement.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at the nursery and display positive attitudes towards learning. They willingly take part in a variety of activities, which enable them to make progress across all areas of learning towards the early learning goals and to develop required skills for the future. Learning is play-based with a strong focus on continuous provision. This means that children can self-select and develop their problem-solving skills as they explore the different items available. Practitioners take their lead from what interests children, they plan for their individual learning and development needs and help them achieve these. Each child attending the nursery has an 'incredible learning journal,' completed by their key person, which builds up to create a story of their nursery life. These are available for parents to view as and when they wish and they are invited to contribute to these.

Children are confident individuals who have their developing independence skills promoted effectively. For instance, babies are encouraged to have a go at feeding themselves when they show an interest in doing so whilst older children are supported in doing things for themselves as far as possible. The provision of suitably sized furniture for children of different ages and stages of development helps to promote independence and self-help skills. Children use their imaginations as they play in the home corner together and act out stories and when using playdough to create 'food' and 'monsters.' They explore mark-making in a variety of ways; for example, toddlers paint on large sheets of paper whilst older children use pens and pencils competently. They explain what they have 'written' and some children identify the initial letter of their name as they look at a computer keyboard. Many older children successfully recognise their written name as they look at the name labels on drinking cups. Looking at books is a popular activity in several of the nursery rooms and children concentrate as they look at the books they have chosen. Practitioners build on this interest by being ready and willing to read to children. Children enjoy sand play. Younger children refine their manipulative skills as they fill containers with sand and learn how to use the funnels with the assistance of an interested practitioner. Older children use their problem solving skills as they investigate how to make sand come out of the sieves and they work together to design and build bridges using wooden bricks. Children use number as part of their play and as they join in with number rhymes. All children throughout the nursery have access to a lovely selection of interesting natural resources which attract their curiosity and enable them to explore using all their senses. For example, babies delight in being in the 'black and white zone' where there are lots of black and white objects to look at and touch and they concentrate intently as they pull out the different contents of baskets placed on a low-level shelving unit and investigate these. Children explore different ways of moving as they dance to music. They are joined by a practitioner who joins in wholeheartedly with them; this adds to their enjoyment. Children learn about information technology as they explore programmable toys and independently operate the tape recorder so they can listen to a story and they

complete games on the computer.

Children demonstrate how safe they feel within the nursery environment by displaying good levels of confidence and self-assurance. Younger children smile and lift up their arms to be picked up for a cuddle; these are willingly given. They receive lots of reassurance when they are feeling a little unsure or anxious. Older children freely engage in conversation with adults and peers, expressing their needs and wishes. Practitioners speak kindly to children and provide sensitive support to individual children as necessary; for example by helping them understand the need to share. This helps children understand expectations for polite, cooperative behaviour and to appreciate the needs of others. Sand timers in the pre-school room are used as a useful tool for helping children understand that their turn on the computer has come to an end and they need to let someone else have a go. Children show lots of interest in these and explain what they have to do so that the sand flows through to the bottom. All children receive lots of praise and encouragement which fosters their emotional well-being. They take pride in their work and enjoy showing it to appreciative practitioners. Children learn how to keep themselves and others safe as practitioners use situations that arise to teach them about why they should not run indoors or climb onto tables. All children regularly take part in fire drills which develops their understanding of what they should do in the event of it being necessary to evacuate the nursery premises.

Children keep healthy because they are effectively protected from illness and infection. The nursery implements good practice, which includes not wearing outdoor shoes in the baby room and requesting parents and visitors to clean their hands with anti-bacterial gel on entry to the nursery premises as an added precaution against the spread of infection. This encourages a shared approach to ensuring good hygiene routines and keeping children protected from outbreaks of infection. Children use clean, well-maintained resources and they are supported in developing good self-care skills, such as washing their hands at appropriate times. Drinks are accessible to children at all times and they enjoy nutritious and healthy food that has regard for their individual dietary needs and which looks and smells appetising. It is supplied in plentiful quantities so children can eat their fill and do not go hungry. Older children serve themselves from shallow serving dishes placed on the table, which means that they can very easily see what is on offer and are therefore more readily able to achieve this task. Practitioners talk to children about fruit and vegetables being good for them, which helps them understand about healthy eating and they cuddle babies whilst feeding them their bottles. Children have daily opportunities for fresh air and outdoor play in the nursery garden areas and they rest according to their individual need. Sleeping children are checked frequently to ensure their safety.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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