

Mount Vernon Nursery

Inspection report for early years provision

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Inspector Kim Mundy / Victoria Vasiliadis

Setting address Mount Vernon Hospital, Rickmansworth Road, Northwood,
Middlesex, HA6 2RN

Telephone number 01923844141 or 01923844635

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*.

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Description of the setting

Mount Vernon Nursery is one of 143 nurseries run by Bright Horizons Family Solutions Limited. It originally opened in 1991 and was taken over in 2005 by Bright Horizons. The nursery operates from six main play areas. It is situated within the grounds of Mount Vernon Hospital in the London borough of Hillingdon. The nursery is open each weekday from 7.20am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is registered to care for 124 children in the early years age group and there are 145 children on roll. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs 21 staff and of these, 19 staff hold appropriate early years qualifications and one member of staff is working towards a qualification. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because staff are knowledgeable and well-organised. Partnerships with parents/carers and others support staff to promote all children's learning and development whilst in their care. Children are taught healthy lifestyles and their safety is promoted well. Self-evaluation is comprehensive and reflective, which means that the nursery is continually improving all aspects of their childcare service to benefit the children. The nursery offers a stimulating and welcoming environment that fully reflects the children's backgrounds and wider community. Strong emphasis is placed on children's uniqueness and enabling them to thrive and flourish in this nursery.

What steps need to be taken to improve provision further?

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

- consider the presentation of activities and staffs' involvement to further enhance younger children's learning opportunities
- continue to enhance and extend the children's play opportunities outdoors
- continue to develop children's opportunities to be involved in planning their own learning experiences.

The effectiveness of leadership and management of the early years provision

Good leadership continues to support a staff team that works well together to meet the differing needs of children and their families. On entering this nursery, everyone is made to feel welcome and staff put great effort into making the main entrance area attractive and inviting for all. The nursery places a strong focus on

safeguarding children. Rigorous recruitment procedures are in place, for example, Criminal Record Bureau checks are updated every three years for each member of staff. The Local Safeguarding Children Board officer is invited to the nursery on a yearly basis to update staff on their knowledge and understanding of child protection. Staff clearly know what is expected of them and they follow the required procedure as the need arises. Children enjoy coming to the nursery because there is a good range of toys and resources on offer. The nursery staff clearly know their role in helping children to be healthy, safe and active learners.

The nursery is effectively led and managed and reflective practice is fully promoted. Self-evaluation is good because of the ongoing refining and adjusting of the nursery's service to meet children's changing needs. Parents' views are respected and valued as they take part in the nursery's evaluation process through completing questionnaires. Staff are keen to enhance the outdoor play area by continuing to extend the interesting range of play opportunities available to the children. The nursery is well placed to maintain the good quality of education and care it provides.

Partnerships with parents/carers are good. There are many ways in which parents are informed about their child's day. In the baby and toddler rooms, parents are given a daily home link book that clearly informs them about their child's daily routine and activities. In the school rooms, children enthusiastically show their parents what they have been achieving throughout the day on the digital photo frame in the reception area. All parents have opportunities to meet with staff to discuss any concerns and their children's achievements. Each child has a learning journal, which clearly shows how children are making progress towards the early learning goals. Good use is made of photographic evidence and samples of children's art work and early writing are kept to further demonstrate the good progress they make. Parents are unanimous in their positive feedback about the care their children receive and they feel particularly welcomed when they see words in their home language displayed around the nursery.

This nursery places a strong emphasis on promoting inclusion for all children including those with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery establishes links with other settings that children move on to, for instance, local schools. Necessary information is shared with other professionals to support and extend children's learning and well-being within the setting, for example, Hillingdon's Inclusion Team. Staff are keen to continue developing their skills to help the children and they have gained Makaton sign language and epi-pen administration training. Staff also speak a variety of languages, which they use within the nursery, including French, Urdu, and Gujarati. This helps children to feel included and valued. Staff talk to the parents about languages spoken at home and provide key words which help staff to meet the children's needs within the nursery.

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

Children's welfare is well provided for, so that they feel safe and secure at all times. Children use equipment and resources safely, such as nails, hammers and pliers. They love being the 'helper of the day' as they carry out responsibilities, for instance, laying the tables at lunch time. Children find their name cards with a photo of themselves on, and on the reverse side there is also information about any allergies/parental preferences. Children enjoy healthy snacks and meals; they learn about eating healthily through cooking activities and discussions. Good hygiene procedures are in place throughout the nursery. Hand sanitizers are located at the entrance to each play area and staff wear protective clothing when changing nappies and entering the baby room to limit possible cross-infection. Children's physical development is promoted well both indoors and outside. They are growing in confidence and self-esteem as they gain control over their bodies on the various apparatus available. Children also enjoy joining in drama sessions which enhance their speaking and listening skills as they follow instructions. A key strength is that children achieve particularly well in their personal, social and emotional development. Children's behaviour is very good; they are considerate towards each other and they clearly enjoy playing and learning together. There is a clear focus on developing children's confidence and self-esteem; they are very proud of their achievements and enjoy showing their art work and sharing photos of themselves.

Children have many positive learning experiences as they have free-flow play throughout the nursery. Secure systems are in place for planning, observing and assessing children's progress in babies, toddlers and the school rooms. Staff have started to consider how they involve the school room children in their own planning for their learning and this is still in its infancy. The key person system ensures that children are very secure in the setting and enjoy trusting relationships with the very kind and caring staff. In baby and toddler rooms, there is a lovely range of toys and resources available at the children's level to explore independently and these offer children stimulation and challenge. Younger children are enjoying sensorial exploration as they do hand/vegetable painting and feel the porridge and pasta. They smell different herbs and spices, listen to various music, enthusiastically try to catch bubbles and enjoy exploring the puddles in the garden by poking sticks into them. Their language skills are developing as the staff talk to them during play and activities. Although, at times some of the staffs' interaction with the children lacks drive and enthusiasm to fully capture and extend their ongoing interest in activities. More able toddlers are encouraged to begin counting everyday objects and they count as they build with bricks. They have opportunities to develop their early mark making skills as they use pencils to make marks on paper. Young children enjoy listening to the story of the red hot chilli pepper and this dual language book is read in both English and Urdu.

In the school rooms, children become thoroughly involved in the learning activities provided for them because staff ensure that activities are firmly based on children's interests and needs. The quality of teaching is good and staff are very enthusiastic. As a result, children make good progress. Children show a real interest in literacy

activities. They love looking at books and have good opportunities to use their imagination as they make up their own stories and use props to act these out. Children giggle and laugh as they enjoy bouncing like the owl in the story, 'Owl Babies'. In the garden, children have fun finding and matching different letters. They have many good opportunities to develop their early writing skills as they make patterns in sand, use chinks, crayons and pencils, and write for a variety of purposes. Children have ample opportunities to investigate and discover new things for themselves. They have recently enjoyed the introduction of woodwork, designing and making things. Children observe ice melting, objects and glitter appearing. They are finding out how things work as they use the microscope to look at mini-beasts and leaves, and use cameras to take photographs of their friends. Children also enjoy choosing CD's and operate the CD player. Their problem-solving skills are developing well, for instance, as they estimate how many boxes will fit into their handbags, and float and sink objects in the water tray. One of the many exciting activities which captivates children's imagination, is when they collect various things from around the garden to add to their magic potion in the water bowl. Staff then sprinkle glitter and the magic begins. Children fill up their watering cans with the magic potion and they make a wish as they water the flowers and trees. Children are developing in confidence and self-esteem; they love to take Brian Bear home when they are sick because he is also unwell and needs taking care of. By the time children leave the nursery, they are well on the way to meeting the goals set for the end of the Early Years Foundation Stage.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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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