

# St. Richard's Nursery

Inspection report for early years provision

---

**Unique reference number**

EY389168

**Inspection date**

13/11/2009

**Inspector**

Julie Biddle

**Setting address**

St. Richards Church, Sussex Crescent, NORTHOLT,  
Middlesex, UB5 4DR

**Telephone number**

07712 589 817

**Email**

zefcooke@hotmail.com

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

St Richards nursery opened in 2009. It operates from a Church hall in the London Borough of Ealing. The provision is all located on the ground floor and children have access to an outdoor play area. The nursery is open each weekday from 7.30 am to 6.30pm all year round.

The nursery is registered to care for a maximum of 30 children. There are currently 28 children on roll in the early years age group. 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 ten staff, including the manager and over half of the staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register. The setting is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy their time in this provision as they play and explore. Their individual needs are being met because staff build successful relationships with parents. The staff team are developing their understanding of the Early Years Foundation Stage (EYFS), and this results in children making satisfactory progress in their learning. The provider has an accurate understanding of the strengths and weaknesses of the provision and are keen to continuously improve the service for children and their families.

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

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

- organise meal times to allow children opportunity for independence
- continue to develop partnerships with parents
- continue to develop the planning and assessments systems, to enable staff to track children's progress sufficiently and identify the next stages of their learning to help inform planning
- improve toys and resources that reflect diversity to help children develop an understanding of difference in relation to culture, gender and disability and develop ways of including and displaying signs or labels in additional languages.

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

Highly effective procedures ensure children are safeguarded in the setting. The staff are deployed successfully across the setting ensuring all children remain safe and receive support as they play. Clear and robust recruitment procedures that include Criminal Record Bureau checks, self health declaration and references are in place to ensure all adults working with the children are suitable to do so. In addition, new staff spend a trial time in the setting, observing practice and reading policies and procedures. Children are further safeguarded because staff are knowledgeable about safeguarding procedures and their role within the procedure. Systems for recording visitors to the group are maintained and staff are aware of the procedures to follow to ensure persons not vetted do not have unsupervised access to the children.

The staff team are very aware of their strengths and areas for development, although the system to monitor effective practice and continued improvement is in its infancy. The recommendations set at the last inspection have been effectively addressed which demonstrates staff commitment and ability for continuous improvement. The manager is committed to ensuring that the staff within the setting attend further training and workshops to build upon their skills and knowledge. The provision's policies and procedures are up-to-date and underpin the practice carried out by staff.

Children are happy and settle successfully into this friendly setting because they have secure relationships with all staff, the key worker system works well and further supports the children. Staff sensitively encourage all children, and are particularly aware of those who are new to the setting, who may be distressed or need reassurance. For example, distracting their attention to another activity or providing a reassuring cuddle when needed. The setting promotes inclusive practice; all children make equal progress because their individual needs are taken into account and they are encouraged equally to access the play opportunities on offer.

Partnership with parents is continuously improving. Parents are provided with a wide range of information about the setting via a notice board and regular newsletters. Parents speak very positively about the setting and the care their children receive. Partnerships with others benefit the children, for example, the staff work with the early years department to continually improve the provision for children's care and learning. Furthermore, staff are proactive in forming links with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively.

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

Children are well-behaved; they respond positively to praise and encouragement by staff. Emphasis is placed on helping children to develop good manners and

social skills, which enables them to play cooperatively together and provides a positive environment in which to continue their learning. Children's emotional well-being is well supported because staff offer reassurance and cuddles, especially for the younger children.

The layout of the setting enables children to move around with ease as they help themselves to a satisfactory amount of play equipment and activities that staff set up each morning. Children make pleasing progress in their learning and development because staff plan a range of suitable activities. Some of the activities in the setting are child-initiated; children are confident as they ask staff for play resources of their choice. They have great fun as they build train tracks with bridges, children confidently discuss the big and little as they compare the engine sizes. Children enjoy creative activities such as leaf rubbings and drawing around their hands.

Children have access to a much improved outdoor area, using a range of equipment that encourages an active lifestyle. Children have fun as they play in the sand and water tray, and use bats and balls. They are delighted when staff join in with their game. Healthy lifestyles are further promoted as children help themselves to a selection of fruit at snack time, in addition, children discuss the vegetable they have grown in their garden. Meal times are social; staff sit with the children as they enjoy their food. However, children's independence at meal times is hindered as staff serve the food and hand out the cutlery to the children, not giving the opportunity for choice or developing skills for the future. Staff are flexible in their approach to children's learning and they are starting to plan based on the children's current interests. Staff complete observations regularly, however, they are not always sure how the observations link to plans and further challenges for the children.

Children are developing skills for the future as they find out how things work using magnifying glasses, telephones and calculators. They have opportunities to practise their early writing skills as they self select pens, pencils and paper. Children's speech and language skills are developing, they are keen to communicate and enjoy singing familiar songs such as Old MacDonald had a farm. Children learn about the world around them through topic based activities and experiences, such as talking about autumn and sharing special events such as Halloween and St Georges day. However, there are limited resources, pictures and posters in the setting that reflect the local community or the wider world.

Babies have a separate base room where they are able to play and explore a range of appropriate play materials. Babies are enabled to sit and move around the room as soft rugs and cushions make the area warm and secure. They have great noisy fun as they bash pans lids with wooden spoons. Their emotional needs are met and they enjoy the interaction and attention they receive, as they are given lots of cuddles and hugs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

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

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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 B: the Childcare Register**

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

Met