



North Harrow Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY260395
Inspection date	28 September 2005
Inspector	Kim Mundy / Hilary Turner
Setting Address	42-44 Gloucester Road, Harrow, Middlesex, HA1 4PW
Telephone number	020 8427 0114
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Registered person	North Harrow Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

North Harrow Nursery Limited was registered in 2003. It is operated by Fehmida Versi. The setting operates from two converted houses in the London Borough of Harrow and it is situated within walking distance of public transport. There are four children's play rooms, a science, sensory and computer room. There is a fully enclosed garden for outside play.

The setting is registered to care for a maximum of 94 children at any one time. It is

open each day from 08:00 to 18:00 all year round. Children attend for a variety of sessions. There are currently 114 children from 3 months to under 5 years on roll. Of these, 30 children receive funding for nursery education. The setting supports children who have Special Educational Needs and English as an additional language.

There are 26 members of childcare staff including the manager who work with the children. The manager and most of the staff hold appropriate early years qualifications. The nursery also employs a cook who holds a Food and Hygiene certificate.

The setting is a member of the National Day Nursery Association and it receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's well-being is protected and supported by the clear and comprehensive written policies and procedures which are in place and carried out thoroughly by staff. Children are learning good hygiene practices as staff maintain good levels of hygiene throughout the nursery. There are thorough safety procedures taking place in the babies milk kitchen. For example, fridge temperature readings are taken several times during the day. Babies bottles are clearly labelled and their nappy changes are recorded. Good procedures are in place for accidents. However, staff do not consistently sign the medication administration record book.

Children enjoy well balanced and nutritious foods such as, chick pea curry and rice. The cook is suitably qualified and she runs a clean and well organised kitchen. Children are able to help themselves to drinks when they are thirsty.

All children thoroughly enjoy fresh air and exercise everyday. They are able to make good progress in their physical development as staff plan a wide range of activities in and outdoors. Children are able to crawl, step around furniture, run, jump, balance and climb. They also enjoy a variety of outings for example, the pet shop and park.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, welcoming, child-friendly and secure environment. Their safety is ensured by clear written procedures which are followed by staff, effective risk assessments are undertaken and staff are very well deployed. Furniture and equipment used by children is clean, safe and checked regularly.

Children are learning to be aware of their own safety, for example by staff asking them to be careful when running with toys and lifting equipment. Babies are cared for in a safe and secure environment with soft furnishings and safe play equipment. They are well supervised by, for example, staff sitting close to them on the floor and

encouraging them to move and explore materials and equipment safely.

Children are very well protected by staff who have a sound understanding of child protection policies and procedures and give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are thoroughly enjoying their time at the nursery. Staff are very competent and they have a sound understanding of their role and responsibilities. The key worker system enables staff to build very good relationships with the children and as a result, their care, welfare and learning needs are met very effectively within the setting.

Babies and young children are enthused by the activities provided and they are highly motivated to explore and learn. Staff have the knowledge and understanding to plan effectively for the 'Birth to Three Matters' framework. They keep a record of the children's progress and identify the next steps for their individual learning. However, they have not had the opportunity to attend the relevant training course. Children are helped to make sense of what they see, hear, smell and touch. For example, as they paint with their fingers, look at touchy feely books, squeeze play dough, explore jelly, sand and water. Babies are developing good communication skills as staff interact very positively with them. They constantly babble, smile and squeal with excitement in response to the staff's kind and warm interaction. Children enjoy using a good range of resources which helps them to develop their early mathematical skills. For example, shape sorters and bricks. They enjoy quiet times as they listen to music and stories. Children enjoy spending time in the sensory room where they observe different lights and explore textures. They have good opportunities to practise their early writing skills as they paint and draw. Babies and young children have opportunities to make good progress in all areas of their development and they clearly enjoy their day in this homely environment.

Nursery Education.

The quality of teaching and learning is good. Staff have a sound understanding of the stepping stones towards the early learning goals. Children are highly involved in well planned and exciting activities. The staff closely observe children's involvement in the activities. As a result, this helps them to plan the next steps for their individual learning while providing suitable challenges. Staff are very enthusiastic and motivated and they use effective teaching methods to help the children to make progress. For example, open-ended questioning to encourage the children to think and to help them to develop a wider vocabulary. Staff make good use of the space and resources and they demonstrate new tasks to help children to achieve. They have a strong commitment to improving the quality of provision for nursery education. Children are having lots of fun while they are learning.

Children are very happy, confident and highly motivated to learn. They are developing their independence skills for example, as they select resources and pour drinks at lunch times. Children are able to work as part of a group, take turns and

share and they are expressing their own thoughts and feelings during discussion times. Children are well behaved and they display a high level of involvement in all activities.

Children are confident speakers and they engage in conversations with each other and adults. They enjoy looking at books independently, in groups, and they listen attentively at story time. Children are developing very good pencil control and there are good opportunities for children to be spontaneous in their writing. Most children are able to write correctly formed letters and some confidently write their own name. Very good labelling around the nursery in a variety of different languages promotes children's interest in early reading.

Children are learning to count confidently and reliably and they recognise several written numerals. They are learning about shape and space as they fit puzzles together and use equipment in the water and sand trays. They are using lots of mathematical language during their play. For example, to describe size and position. Children are solving mathematical problems as they build and construct, weigh and use various objects to add and subtract.

Children are developing a good understanding of the world in which they live because the setting has a very good selection of resources to support their learning. Children know the purpose of the equipment for example, one child examining a peach stone through a magnifying glass says, "look this makes things look bigger". They enjoy exploring the garden looking for bugs and good support from staff extends children's learning.

Children are developing good fine motor skills as they use a wide range of tools and malleable materials with increasing confidence. For example, rolling pins, scissors, brushes and play dough. Children show an awareness of space as they confidently steer wheeled toys around the playground. They are able to climb, balance, crawl and slide with increasing confidence. They are developing a good understanding of healthy living through different themes such as, good and bad foods and the daily routine.

Children have great fun as they explore, and respond to all their senses in a designated sensory room. For example, as they play with jelly, ice, sand and paint. Children listen to and respond enthusiastically to different types of music. However, they would benefit from exploring a wider range of musical instruments. They enjoy using their imagination as they pretend to shop using props such as, play food and paper money.

Helping children make a positive contribution

The provision is good.

Children are developing lots of confidence and self-esteem as they have time to explore independently in this safe environment. Babies are given lots of attention to encourage them to communicate and they are developing close and secure relationships with their key workers who have responsibility for coordinating their care.

Children have time to reflect during tranquil moments and they thoroughly enjoy exploring in the sensory room. For example, tasting, smelling and feeling jelly. They are learning to manage their own behaviour and they are kind and considerate towards each other. All children are treated with equal concern and their individual needs are met very effectively by the staff, for example, individual rest times for babies. Children enjoy finding out about their own culture and beliefs as they celebrate different festivals, such as, Diwali and Hanukkah. They have access to a range of good quality toys and resources which promote equal opportunities. For example, books, dressing up, puzzles and different types of music. Therefore, children's social, moral, spiritual and cultural development is fostered.

Children who have special needs are fully integrated and well cared for at this setting. The special educational needs coordinator has attended relevant training and she shares her knowledge with staff to support children within the setting. Staff have the knowledge and skills to identify children's developmental concerns and they liaise effectively with parents and other professionals.

Partnership with parents is good. Children benefit from the strong relationships between parents and staff as information is shared to meet their needs effectively within the setting. For example, providing additional language support and individual routine and dietary requirements. Parents are well informed about the curriculum and they receive good information about their child's progress. Good communication systems are in place such as, newsletters, suggestion box, open evenings and daily contact. Parents are involved in their children's learning and the staff provide support to enhance children's learning in their home environment.

Organisation

The organisation is good.

The Leadership and Management is good. Children share good relationships with staff who have been thoroughly vetted for their suitability to work with young children. Their care is enhanced by the high quality of organisation and the extremely effective leadership and management of the nursery. All outstanding issues identified at the previous inspection have been successfully addressed. This has had a positive impact on the day to day running of the setting.

The manager provides a very good role model to staff and all staff work well together as a team. Consequently this is reflected in the very good practice throughout the setting which results in children being very happy, secure and content in their surroundings. Children benefit from the combined knowledge in the staff team as they are encouraged to develop their skills and knowledge by attending various courses. For example, behaviour management. Staff caring for babies and young children are required to attend the course 'Birth to Three matters'.

The premises are well organised, indoor and outdoor space is arranged to maximise play opportunities for children. Detailed policies and procedures are in place and work in practice to keep children healthy, and safe guard their welfare.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the previous inspection there have been significant improvements implemented within the setting. The manager and provider have developed a sound knowledge and understanding of their role and responsibilities regarding the National Standards. More than 50 per cent of the staff are suitably qualified, and they are never left alone with children without police check clearance. Children and staff attendance is clearly recorded. The behaviour management policy includes the management of bullying. This improves the children's welfare, learning and safety.

Complaints since the last inspection

Since April 2004 Ofsted has received three complaints. Concerns were raised in relation to National Standards 1 Suitable Person, 2 Organisation, 3 Care, Learning and Play, 6 Health and Safety and 12 Partnership with Parents. The provider and Ofsted investigated the complaints and actions were set to improve the care of the children. The provider remains suitably qualified.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the record of medication administered to children is consistently signed by staff
- obtain further knowledge and understanding of the 'Birth to Three Matters' framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide a good range of different musical instruments to enhance the children's exploration of music.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk