



Regent Nursery

Inspection report for early years provision

Unique Reference Number	EY294256
Inspection date	25 January 2006
Inspector	Kim Mundy

Setting Address	459-461 Rayners Lane, Pinner, Middlesex, HA5 5ET
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Registered person	RTC Education 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Regent Nursery opened in 2004 and it is part of Regent Independence School run by RTC Education Limited. The setting operates from a two storey building with five play rooms and it is situated in Rayners Lane in the London Borough of Harrow. All children share access to a secure enclosed outdoor play area.

A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. There are

currently 20 children aged from 2 to under 5 years on roll. Of these, 10 children receive funding for nursery education. The nursery currently supports children who speak English as an additional language.

The nursery employs six staff. Four of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's well-being is promoted and supported by the suitable policies and procedures which are understood and carried out by staff. Children receive appropriate treatment in the event of an accident because three staff hold a current first aid certificate. They are protected from unnecessary illness as they do not attend if they are infectious or unwell in themselves. Children are learning good hygiene practices as staff maintain suitable levels of hygiene. They wash their hands before eating and after using the toilet. All areas of the nursery are kept clean and staff wear protective clothing to prevent the spread of infection.

Children are enjoying healthy and nutritious snacks, such as fresh fruit. Parents provide packed lunches which are stored and prepared appropriately by the staff who hold a food and hygiene certificate. Children are relaxed and chatty as they sit together to eat their lunch.

Children are using their bodies to explore space and they enjoy fresh air and exercise on a daily basis. They are developing their physical skills as they run, climb, balance and slide. However, the planning for funded children does not include all six areas of learning. As a result there are some missed opportunities. Children thoroughly enjoy playing in the ball pool and participating in music and movement sessions. Parents have the opportunity to pay for their children to participate in 'Leaps and Bounds' which children thoroughly enjoy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are made to feel welcome in this child-friendly environment. As children arrive they are keen to start their day as the play rooms are attractively set out with toys and resources. Furniture and equipment is clean and well maintained and suitable for the ages of children attending, for example, child-size tables and chairs and rest mats. Children rest, eat and play comfortably.

Overall, children are safe and secure on the premises. Staff carry out a daily visual risk assessment, although a written risk assessment procedure is not in place. During the first day of the inspection some hazards were identified in the garden, for example, a gap under the fence where a child's head could get stuck, the accessible shed where paint is stored and builders pallets leaning up against a fence. The

manager took the necessary steps before the children went out in the garden on the second day of the inspection. Children are now safer and more secure.

Children are safeguarded from abuse or neglect. The manager has a sound knowledge and understanding of child protection procedures and this is included in the staff's induction programme. However, the child protection policy does not include the procedure to be taken in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

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

Children from 2 to 5 years old are offered a well balanced curriculum. However, they do not have a wide range of resources to choose from. This also restricts the staff's ability to extend planning for all areas of learning and to provide further interesting and challenging activities. Children are spending too much time moving about the play rooms, especially for snack time, which is offered on the ground floor of the premises, as well as rest time for younger children. As a result, their play and learning opportunities are interrupted. Younger children who are new to the setting find this unsettling and they do not have their own base room to help them to feel more secure.

Young children are enjoying the activities provided. Staff have recently obtained knowledge and understanding of the 'Birth to three matters' framework and they are beginning to plan effectively. Children happily participate in a range of activities to help them to become competent learners, for example, creative activities. They are helped to make sense of what they see, hear, smell and touch as they paint with their fingers, look at books, squeeze play dough, and explore sand and water.

Young children spend time with the older children who are kind and caring towards them. They have fun in the home corner as they dress up. Children enjoy building and constructing on a large and small scale with bricks, laughing as they tumble down. They are able to relax during quiet times as they listen to music and stories. Children have good opportunities to practise their early writing skills as they paint, chalk and draw.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making steady progress in all six areas of learning. Staff use positive teaching methods, such as open-ended questioning and demonstrating new tasks, to help children to achieve. They plan effectively considering the limited resources to provide a balanced curriculum. Staff evaluate the children's involvement in the activities and record their observations to plan the next steps for their individual learning.

Children are making steady progress in all areas of their development. They are developing their independence skills as they begin to dress and undress themselves and make choices about what they want to play with. They are able to work as part of a group, take turns and share. Children are expressing their own thoughts and feelings during discussion times. Staff encourage children to develop a wide vocabulary and the introduction of specific words is identified in planning.

Children are confident speakers and they engage in conversations with each other and adults. They enjoy looking at books independently and in groups. Children listen attentively at story time and staff use puppets and props to provide further interest and excitement. This provides extra support for children who speak English as an additional language. Children are developing good pencil control and there are opportunities for children to be spontaneous in their writing. French lessons are included in the curriculum for children who attend full time.

Children are learning to count confidently and reliably and they recognise several written numerals. They are learning about shape and space as they build enclosures for animals and fit puzzles together. Children are using lots of mathematical language during their play, for example, to describe size and position. They are solving mathematical problems as they sort various objects by type and colour. Children enjoy weighing ingredients for cold cooking activities and they are exploring floating and sinking in the water play.

Children are developing a sound understanding of the world in which they live. They enjoy visits from the fire brigade and to the farm where they feed the lambs and climb haystacks. Children have some opportunities to find out how things work, for example, as they use binoculars to observe birds in the garden. They are increasing their skills as they enjoy educational games when using the nursery computer. Children grow daffodils and cress, observe the life cycle of butterflies and changes to seasons. They have lots of fun as they bring their teddy bears into nursery for the teddy bear's picnic. Parents are able to pay for their children to have extra computer lessons.

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 and paint brushes. They are developing an understanding of healthy living through different themes and the daily routine.

Children have fun in the creative play room as they explore and respond to all their senses, for example, as they play and experiment with dough and sand. Children are developing their imagination as they enjoy junk modelling and various types of sticking and painting activities. They listen to and respond enthusiastically to different types of music, such as African music. Children are using their imagination during role play, for example, in the home corner, veterinary surgery and hospital. They begin to negotiate roles and act out story lines.

Helping children make a positive contribution

The provision is satisfactory.

Young children are developing confidence and self-esteem as they receive lots of positive attention to encourage them to communicate. They have close and secure relationships with their key workers. All children are treated with equal concern and their individual needs are met very effectively by the staff.

Funded children have time to reflect during quiet moments. They are learning to manage their own behaviour and they are kind and considerate towards each other. Children are finding out about their own and other people's culture and beliefs as they celebrate different festivals, for example, Diwali and Chinese New Year. Children particularly enjoy acting out in the Chinese restaurant as they dress up in National costume, cook noodles in the wok and use chop sticks. They have access to a sufficient range of toys and resources which promotes their understanding of the world they live in, such as books, dressing up, puzzles, small world toys and different types of music. Therefore, children's social, moral, spiritual and cultural development is fostered.

None of the children currently attending have special needs. A suitable special needs policy is in place. The manager is the special educational needs coordinator for the setting and she has attended relevant training. Staff have the knowledge and skills to identify children's developmental concerns.

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 dietary requirements. Parents are well informed about the curriculum and they receive good information about their children's progress. Good communication systems are in place, such as newsletters, meetings to discuss children's progress and daily contact. Parents are involved in their children's learning. For example, they come in to the setting to tell children stories in their first language. Staff provide suggestions and ideas for parents to extend their children's learning at home.

Organisation

The organisation is satisfactory.

Children share good relationships with staff who have been thoroughly vetted for their suitability to work with young children. The manager provides a good role model to staff who work effectively together as a team. Good communication systems are in place, such as staff meetings, planning meetings and staff appraisals. Children are cared for by motivated and enthusiastic staff. Consequently, they are happy and confident 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, Foundation Stage of Learning and Birth to Three Matters framework.

Some of the relevant policies and procedures are in place to keep children healthy and safe. However, there is no complaint procedure for parents. Other policies and procedures lack necessary details, for example, the settling in and child protection policies. Children's personal details and attendance registers for children, staff and

visitors are well organised and maintained.

The leadership and management in relation to nursery education is satisfactory. The manager leads the staff team when planning a well balanced curriculum. Thorough systems are in place to monitor and record children's progress. The manager monitors the quality of teaching by spending time working alongside staff in the play rooms and she leads by example. There is a strong commitment from staff to develop all aspects of the service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain other than those made to Ofsted.

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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):

- devise and implement a written risk assessment for all areas of the premises to minimise possible hazards
- consider the use of space and organisation of the day to enable children to spend more time learning through play and to feel secure (Also applies to Nursery Education)
- build on all toys, materials and resources: to enable all children to make wider choices; to provide more interesting activities; and to provide further

challenges for more able children (Also applies to Nursery Education)

- review and update policies and procedures in line with the current legislation in particular: the children's settling in policy; the complaint procedure; and the child protection policy.

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):

- consider the use of space and organisation of the day as indicated in the care section above
- build on all toys, materials and resources as indicated in the care section above
- develop planning for outdoor play opportunities to cover the six areas of learning.

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