



# London Road Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY296305
<b>Inspection date</b>	03 April 2006
<b>Inspector</b>	Bharti Vakil / Kim Mundy
<b>Setting Address</b>	Patidar House, 22 London Road, Wembley, Middlesex, HA9 7EX
<b>Telephone number</b>	0208 975 1648
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<b>Registered person</b>	Federation of Patidar Associations
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

London Road Nursery originally opened in 1995 and moved back to the present address in 2004. It is managed by the Federation of Patidar Associations. The nursery is located in a community centre in Wembley in the London Borough of Brent. It is situated within walking distance of Wembley Central station and local bus routes. The nursery has use of a large play room, baby room, separate toilets for children, reception area, an office, kitchen, storage room and staff room. There is

access to a small enclosed outdoor play area. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round except bank holidays.

There are currently 31 children from 6 months to under 5 years on roll. Of these 13 children receive funding for nursery education. The nursery serves children from the local community. Children attend for a variety of sessions. The nursery currently supports a number of children who speak English as an additional language and those who have special educational needs.

There are nine childcare staff who work with children, five whom hold suitable early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children learn about healthy hygiene practice through the routine because overall, procedures to promote this are secure. Children wash their hands before meals and after toileting and tables are washed before and after eating. Staff consistently wear disposable gloves for nappy changing which minimises the risk of cross infection. The fridge and the work surfaces in the kitchen are not clean. Children's feeding bottles provided by parents are not clearly labelled with their names. This may impact on children's wellbeing and increase their risk of infection.

Suitable procedures are in place for medication and accidents. Children are protected from unnecessary illness as they do not attend when they are suffering from infections. Children are protected in emergencies because four staff hold current first aid certificates.

Children enjoy well presented and nutritious meals and snacks. For example, freshly cooked vegetable noodles, mashed potatoes, baked beans, tomatoes, lettuce and fresh fruits. Young children are offered regular drinks throughout the day. Older children help themselves to water when they are thirsty. They are developing their independence skills as they help to lay the tables and serve their own meals at lunch time.

Children have some opportunities to develop their physical skills, for example, as they run, jump and crawl. However, staff do not consistently plan physical play opportunities for children. The small enclosed outdoor play area is currently being adapted to accommodate needs of both younger and older children. There is ample indoor space for children to enjoy activities such as, musical movement and action games. Children also enjoy visits to the shops and park.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a suitably organised environment. Furniture and equipment used by children is clean and checked regularly for safety. Children are able to sleep and eat in comfort as the setting has an adequate range of furniture and equipment, such as cots, mats, low-chairs, child size tables and chairs. Children are able to access the play materials with ease as they are presented in open storage trolleys and low levelled boxes. This increases opportunities for children to be independent and access play resources of their choice.

Overall, children are kept safe on the premises as positive steps have been taken to minimise possible hazards. For example, risk assessments are undertaken by staff and staff are well deployed. Staff are vigilant of security in relation to the entrances to the nursery. However, the doors with low handles in the main playroom which lead to other parts of the building pose a risk to children. A safer environment enables children to learn independently and confidently.

Children are adequately protected from possible abuse or neglect. Most staff are aware of the setting's child protection policy and have an understanding of the reporting procedures if abuse is suspected. The setting has clear and concise written records in place .

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time within the setting. They enjoy playing either by themselves and alongside with other children. Staff interact positively offering suitable support. Children are generally engaged in the activities provided and are beginning to learn to share and take turns.

Babies and young children are cared for in a safe and secure environment with soft furnishing and safe play equipment. Children happily seek out and retrieve toys and play resources such as, interactive toys, shape sorters, puzzles, stacking blocks, building blocks, musical instruments, chalk board, books, sand and dough.

The younger children's care and wellbeing is promoted, as the staff have an understanding of how to meet their needs. A range of activities are planned to encourage development in all areas. The setting is beginning to incorporate the Birth to three matters framework into the planning of the routine activities and this supports children's learning. Children are participating in activities which are appropriate for their age and stage of development. Children are developing their imagination as they play in the home corner. They giggle and laugh as they control their bodies when hopping like a bunny and snapping like a crocodile. Children respond positively to songs and stories, and they are beginning to listen attentively. Their vocabulary is developing as the staff ask questions to encourage them to think and talk. For example, the staff ask "Is it hot or cold?"

Nursery education.

The quality of teaching and learning are satisfactory. The new deputy manager has a clear understanding of her role and responsibilities and she leads the staff team to

deliver an effective nursery education programme for children. Staff have a much clearer understanding of their role and responsibilities and they feel supported and guided by the deputy manager. Staff are working directly with the children in small groups and they make good use of space, time, and resources. Although planning, evaluation and assessment procedures are in place further development is required to ensure children's on going learning opportunities. Staff are keen to develop the educational provision for funded children.

Children enjoy learning through play and they are able to sit and concentrate during chosen activities. They are developing their independence skills as they make choices and help themselves to a wide range of resources.

Children are practising their early writing skills. They are able to write some recognisable letters and draw representative pictures such as, flowers and trees. Children enjoy painting and sticking and they use tools such as, spatulas and brushes with increasing confidence. Children enjoy listening to stories every day although, the current story time arrangements do not meet all of the children's individual needs and the book corner is not very welcoming. They are developing their imagination during role play experiences as they play in the home corner.

Children enjoy problem solving as they count, do puzzles, weigh various objects, sort and match by colour and type. Children have fun building towers with bricks, laughing as they wobble and fall down. They begin to use mathematical language during their play for example, circles, squares, taller than, big and small. Staff allow children to experiment in their own way and they extend their learning by asking questions to make them think and by making suggestions to challenge their skills.

Children are finding out how things work, for example, as they use magnifying glasses and torches. They are learning about living things as they plant cress and sunflower seeds. Children are making steady progress along the stepping stones of the early learning goals.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are provided with a range of resources that reflect positive images such as, puzzles, books, posters and photos. These resources are beginning to increase the children's awareness of diversity and understanding of others within the wider community.

Children enjoy quiet and relaxing times as they listen to stories. They are developing confidence and self-esteem as they express their own thoughts and ideas. Children are involved in setting the behaviour rules for the group. They are learning to manage their own behaviour and they show kindness and consideration towards each other. Children are learning about the world they live in and the beliefs of other people. They enjoy participating in festival celebrations such as Christmas and Diwali. As a result, children's spiritual, moral, social, and cultural development is fostered.

Children are integrated within the setting. The Special Educational Needs

Coordinator has obtained appropriate training to support children efficiently. Staff have developed good relationships with other relevant professionals. Children are happy and content and are able to make appropriate progress in their development.

There are appropriate systems in place to share information with parents and carers. Information is shared in different ways such as: verbally; written diaries; the use of a notice board; an information booklet; and regular news letters. This contributes to children's welfare.

Partnership with parents and carers in relation to nursery education is satisfactory. Clear information is given to parents about their children's progress towards the early learning goals. This contributes positively to children's wellbeing. Parents and carers have some opportunities to be involved in their children's learning and this is being developed by the setting. Useful information about children's care, learning and welfare is available in the parents file and on the notice board.

## **Organisation**

The organisation is satisfactory.

The registered person has taken positive steps to recruit new staff which has enhanced the care and learning for children. Children share good relationships with staff who are kind and considerate. Children benefit from the combined knowledge of the staff team. Staff are encouraged to develop their skills and knowledge by attending various courses, for example, Foundation Stage of Learning and Birth to three matters framework. Staff are sufficiently deployed which means that children are adequately supported.

The areas used by children are generally well organised. Indoor space is set to enable play opportunities for children. The small enclosed outdoor play area is currently being adapted to accommodate needs of both younger and older children. All legally required documentation which contributes to children's health, safety and wellbeing is in place.

The leadership and management for the nursery education are satisfactory. The manager has appointed a deputy manager to take responsibility for taking the lead in delivering the nursery education. The manager and deputy observe staff in order to monitor the quality of teaching. There are effective communication systems in place such as, staff appraisals, weekly planning and staff meetings.

Overall, the staff are beginning to work effectively as a team and children are having fun as they learn and develop. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The setting had a number of areas for improvement highlighted at the last inspection. The areas included: staff deployment; provision of suitable activities for children; record of attendance; implementation of the Foundation Stage curriculum; and the

evaluation system. The nursery has taken positive steps to address all the areas. This improves the care, welfare and the development of the children.

### **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 complaints other than those made to Ofsted.

## **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 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):

- maintain suitable levels of hygiene in the kitchen: ensure the nursery has suitable and sole use of the fridge and freezer in the communal kitchen; and ensure that babies bottles are labelled appropriately
- develop the outdoor play area. Plan and provide further opportunities for children's physical development (also applies to nursery education)
- take further steps to improve security in the main playroom
- continue to develop the planning for Birth to three matters framework and implement this more effectively.

### **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):

- make improvements as indicated in the care section above
- make suitable arrangements for story time and create a welcoming book corner
- continue to develop planning, evaluation and assessment procedures.

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](http://www.ofsted.gov.uk)