



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 116174

DfES Number: 532913

INSPECTION DETAILS

Inspection Date 09/08/2004
Inspector Name Jamila Aslam

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Brentford Day Nursery
Setting Address St. Pauls Old School, Half Acre
Brentford
Middlesex
TW8 8BH

REGISTERED PROVIDER DETAILS

Name Bringing Up Baby Ltd 02243993

ORGANISATION DETAILS

Name Bringing Up Baby Ltd
Address Unit 1a, The Plough Brewery
516 Wandsworth Road
London
SW8 3JX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Brentford Nursery has been registered for almost 5 years. It is one of four Bringing Up Baby Nurseries within the London region. Situated in close to the High Street in Brentford it serves children and families who live or work within the local area.

The nursery operates weekdays between 08:15 to 18:15 for 50 weeks of the year.

The premises are situated over two floors with a room for infants aged from 3 months to 2 years on the ground floor and a separate sleep room and milk kitchen. The 2 years to 5 years room is on the upper floor. The children also have access to a soft surface outdoor area.

The Manager of the Nursery holds a BTec National Diploma in Childcare, three staff hold the National Vocational Qualification (NVQ) level 3 in Childcare, another member of staff also holds the BTec, and 1 staff member has a Diploma in Childcare and Education. Currently there are three members of staff working towards an NVQ level 3 in childcare.

The Nursery is a member of the Hounslow's Early Years Partnership, and currently 5 children are in receipt of the 3 and 4 year old educational funding. At the time of inspection there were no children attending with Special Educational Needs and none with English as a second language.

The nursery has a full time cleaner and cook and receives support from Hounslow's Early Years Development and Childcare Partnership.

How good is the Day Care?

The Brentford Day Nursery provides good quality care to children.

Staff are suitably qualified and spend their time involved with children, encouraging them to make their own choices about play and learning. There is a clear operational plan and a good range of activities are organised that meet the all round development needs of the children attending. There is a wide variety of age

appropriate good quality learning resources which reflect diversity within society.

The children are safe and well cared for in secure premises. Space and resources are well organised in two large rooms and a small secure outdoor area which enables children to move around freely and with confidence. There is a strong commitment to health and safety and children are supervised at all times.

Children learn about hygiene through their daily routines. There are appropriate sickness and medication policies in place. Records of all treatments given are maintained and signed by parents. The children's behaviour is good and behaviour management methods focus on positive strategies of praise and encouragement and staff providing good role models.

Staff have a satisfactory understanding of child protection issues and all policies and procedures are in place, however the manager and staff are not entirely clear on procedures to follow in the event of child protection concerns.

Partnership with parents is good and there is a daily exchange of information on all aspects of care and learning through formal reports and daily verbal feedback. A complaints procedure is shared with parents. Appropriate documents are kept on the premises, stored securely and confidentiality is maintained.

What has improved since the last inspection?

At the last inspection two actions were raised, the first was to appoint a named person responsible for behaviour management issues, the manager is the appointed member of staff and the second action was to appoint a Deputy who has now been appointed.

What is being done well?

- Staff are deployed effectively and spend their time involved with children's play, they make good use of space, so children are able to move about freely and safely.
- Staff plan a good range of activities and play opportunities which are inclusive to all children and help progress learning in all areas of development .
- The nursery ensures that children are safe both inside and outside and children learn good hygiene practice through their daily routines.
- There is a strong emphasis on partnership with parents and good systems are in place to share records of development.

What needs to be improved?

- the procedures to follow in the event of child protection concerns.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	Develop staff's knowledge and understanding of child protection issues

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The nursery education at The Brentford Day Nursery is good and enables children to make generally good progress in all areas towards the early learning goals.

The quality of teaching is generally good. Staff plan a variety of practical activities inside but the outdoor play area is limiting for any vigorous physical play. Resources are of good quality and well organised to encourage children's independence, however some of the adult led art activities are over prescriptive and do not sufficiently allow children to explore their own ideas.

Staff use observations and assessments to plan the next steps in the children's individual development. Planning provides an environment that encourages the children to talk and think about what they are doing. The daily routine provides a framework of support for the children that meets their need for a secure purposeful environment.

The leadership and management of the day nursery is generally good. The manager has been effective in developing an enthusiastic staff team who have a good understanding of their responsibilities towards the assessment and progress of the children's learning.

The partnership with parents is very good. Parents are provided with good quality information about all aspects of the setting's activities and are included in the planning and assessment of their children both in the setting as well as being able to support their children's learning at home.

What is being done well?

- The children are provided with opportunities to make decisions and choices and are able to select from a wide range of resources and activities.
- Relationships between staff, children and their parents are good. The children are given positive encouragement from key adults whom they can relate to.
- Staff are familiar with day to day plans, have a good understanding of their responsibilities towards the progress and assessment of all the children's learning.
- Children have good opportunities for exploration and investigation based on first hand experiences that encourage observation, prediction, decision making and discussion.
- Partnership with parents is very good. Relationships are warm, there is good sharing of information to create a positive learning experience for children. A wide range of information about the setting and the curriculum is easily

accessible. Records are shared.

What needs to be improved?

- The outside play area to increase opportunities for extending children's large scale movements and develop control over their bodies and how they move.
- The attention given to allowing the children freedom to determine their own art work and creations that is not dominated by adults.
- The monitoring and evaluation of the quality of the teaching

What has improved since the last inspection?

This is the first S122 inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have generally good relationships with adults and peers within the group. They separate from carer with confidence. They choose between the activities, select resources for themselves and learn to take care of their personal needs such as going to the toilet and washing their hands. Children behave well, learn to share, take turns and be polite to adults and their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to stories, interact confidently with each other, enjoy sharing books with staff, join in familiar stories and rhymes enthusiastically. Staff help children who do not have English as their first language to join in the full range of activities and reinforce language with talk, signs and gestures. Children are beginning to recognise their first names and write letters however some activities such as purposeful writing during role play activities could be developed more.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Good use of number language is used in a variety of activities that reinforces counting and measuring such as setting table for snack time and recording growth of seeds. There is a need for the more able children to develop awareness of the meaningful use of calculators, addition and subtraction in role play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given opportunities for exploration and investigation based on first hand experiences that encourage prediction, decision making and discussion however there are limited opportunities for children to learn how to operate simple IT equipment or programmable toys. Children's interest is maintained through well planned activities and attractive resources.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in use of indoor activities such as action song and movement to music but there are limited opportunities at the moment to extend physical challenges to include running or vigorous movement outside in the garden. To compensate for this the children are taken out to local parks. The children are provided with opportunities for developing fine motor skills in cutting, sticking and model making.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are given a wide range of materials and mediums to make good progress in creative development. However there limited opportunities for the children to explore and create their own ideas. Role play activities are interesting and the children enjoy playing in the 'café' although the quality of their play varies with the amount of support they are given.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase the opportunities for children to take part in activities that offer appropriate physical challenges both indoors and out.
- allow children to produce their own ideas and creations.
- develop a system to evaluate strengths and weaknesses in the quality of teaching.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.