



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137754

DfES Number: 521814

INSPECTION DETAILS

Inspection Date	15/12/2003
Inspector Name	Caren Carpenter

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Alperton Day Nursery
Setting Address	360 Ealing Road Alperton Wembley Middlesex HA0 1PF

REGISTERED PROVIDER DETAILS

Name	Nurseryworks Associates Limited 02386635
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ORGANISATION DETAILS

Name	Nurseryworks Associates Limited
Address	5-23 Old Street London EC1V 9HL

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

The Alperton Day Nursery is managed and operated by Bright Horizons Family Solution Company. The setting was opened in 1991, the accommodation is owned by Sainsburys' and is located adjacent to the store.

Approximately 50% of the places are allocated to Sainsburys' staff. The remaining places are available to the wider community.

The setting has sole use of the premises comprising of two rooms, a kitchen, toilets, an office, a staff room and enclosed outdoor play area. It is open all year round (except bank holidays) Monday to Friday 7.00am to 6.00pm and Saturdays 8.00am to 6.00pm.

There are currently thirty six children on roll. This includes eight funded three-year-old children and three funded four-year-olds. None of the funded children have been identified as having special educational needs or using English as an additional language.

Eleven staff, work with the children, all staff hold early years qualifications.

The setting receives regular support from the Early Years Development Childcare Partnership.

How good is the Day Care?

The nursery provides a good standard of care.

The group provides a secure and stimulating environment, in which children are motivated to learn. Staff plan a well balanced educational programme which promotes children towards the early learning goals. The curriculum is reviewed and evaluated to meet the needs of both babies and older children. Staff have a good working knowledge of the early learning goals and use this knowledge to plan for the next step in children's learning.

Children's independence is encouraged and supported well by staff. They are able to select toys and activities and lead their own learning. Children are well behaved, staff have high expectations of their behaviour and are confident in managing their behaviour effectively.

Staff have organised the rooms well, allowing children the maximum use of available space. Children under two-years-old are cared for on the upper level of the premises, children from two-years-old are grouped successfully on the lower ground of the premises. Staff provide very good care to the children, they interact and respond positively to their individual needs.

The group operates from a supermarket's premises, who carry out regular fire drill practices. However the records of this are kept by the company. The nursery is aware of the importance of retaining copies of all fire drill practices on the premises.

Staff give priority to children's safety both in and outside of the premises. There are clear safety policies in place. The nursery has several fire exits which children and staff can access safely. However the nursery is aware of the importance of ensuring that fire exits are clear of any obstruction at all times.

Partnership with parents is very good, they receive written information about the education programme and regular newsletters keep them informed of nursery events. Parents are invited to attend regular meetings to discuss their children's progress with staff.

What has improved since the last inspection?

There were no actions raised at the last inspection.

What is being done well?

- Staff have a good understanding of children's development. They observe, evaluate and record what children do, in order to plan activities for the next step in their learning.
- Staff work very well as a team, they plan a stimulating range of practical activities which encourages children to make choices and supports their learning.
- Children are well behaved and staff have high expectation of their behaviour. Children have formed good relationships with staff and their peers.
- Staff make sure all children are safe and well cared for at all times.
- Partnership with parents is a key strength in the setting. They are provided with regular newsletters to keep them informed of nursery events and have regular opportunities to attend parents meeting to discuss their children's achievement with staff.

An aspect of outstanding practice:

Children have access to a very good range of learning equipment and toys. They are

confident and are able to select toys and guide their own area of learning. Staff have good working knowledge of the Early Learning Goals. They are able to plan activities which provide sufficient challenge to all the children.

What needs to be improved?

- Copies of fire drill records to be retained by the nursery.
- Fire exit doors to be kept clear of any obstruction at all times.

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
6	Ensure copies of fire drill practices are retained by the nursery.
6	Ensure fire exit door is kept clear of any obstruction at all times.

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

How effective is the nursery education?

The education programme and the progress children are making towards the Early Learning Goals is very good.

Staff have a good understanding of children's stages of development. They provide activities at different and progressive levels to suit both the three and four-year-old children. They have a good knowledge of the early learning goals and are clear about all of the learning outcomes. Staff plan a very well balanced programme and link all areas of the curriculum together well, through themed activities.

Staff use an effective system for monitoring children's achievement, they set challenges and plan for the next step in their learning. Children's independence is encouraged, activities are organised to allow children to select them independently.

Children are provided with many opportunities to develop their early writing skills and are able to write for variety of purposes. Staff are good at building upon children's learning, through conversation. Children are able to access the book area and are able to select from a wide range of books

Children are making very good progress towards physical development. They are learning about staying healthy through the daily routine. However there was lost opportunity for staff to extend children's learning about, eating healthy food during practical activities.

They are making very good progress towards mathematical development. They use mathematical language in every day situations. They are able to match, compare size, shapes and are learning about weight and height

Leadership and management is very good, staff communicate and work well as a team. They spend time talking and working directly with all the children.

Partnership with parents is very good, they are provided with good written information about the education programme and are able to attend regular parents meetings.

What is being done well?

- Staff have secure working knowledge in the Early Learning Goals and are able to plan activities to promote children's learning towards the stepping stones.
- Children's assessments are clearly linked to the stepping stones, staff are able to plan for the next stage in children's learning.
- Staff extend children's learning through inviting specialist visitors into the setting for example, I.T, music and drama teachers.

- Parents are kept well informed about their children's progress and are able to attend regular parents meetings to discuss their children's achievement with staff.
- They are actively encouraged to become involved in their children's learning and contribute to specific events within the setting and at home.
- The nursery provides a warm, secure and stimulating environment in which children are interested and motivated to learn.

What needs to be improved?

- Provide further opportunities for children to learn about the importance of eating healthy food during practical activities. This would further promote children's learning towards their physical development.

What has improved since the last inspection?

At the last inspection the nursery had to improve planning to include all areas of learning, in order to ensure that the Early Learning Goals are given sufficient priority within the overall curriculum.

They had to ensure that all areas are sufficiently covered in the written plans, while a theme lasted.

Staff have attended training and have reviewed the curriculum which ensures that the early learning goals are covered through all children's profiles. All activities are carried through which are taken from the children's interest.

The setting has made very good improvements to all recommendations made as part of the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They are able to display a high level of involvement in activities. Children are interested and motivated to learn independently and in groups. Children are given lots of opportunities to build on their independence and show increasing independence through practical activities. Children sit and concentrate during story time. They behave well and staff have high expectations of their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and communication. They use books and maps to locate information. They listen well to stories and have opportunities to ask questions. They have good opportunities to practice their pre-writing skills. There are lots of opportunities for children to explore real and imagined feelings, during story times help by staff sensitive questioning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They use mathematical language in daily situations. They are able to match, compare size, colours and shapes. They have opportunities to solve practical problems daily increasing their ability. They use numbers well and are able to count to 10 and beyond. For example, children were observed using a range of resources for counting and writing numbers. A child used the computer to develop an understanding of numbers, shapes and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area. They have good opportunities to construct and build with a wide range of objects. They are able to use tools competently and confidently. Children show interest in the lives of people familiar to them and differentiate between past and present. They are learning a sense of time through the daily routine. They enjoy using the computer and are competent when controlling the mouse. Children are able to investigate and explore living things.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They are able to manipulate materials and objects by picking up releasing, and threading using buttons. They are developing fine motor skills by handling tools with increasing control. They are learning about their bodies and staying healthy. Children are balancing and climbing using a range of equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in creative development. They have acquired a good knowledge of colour and texture, for example, during sand and water play children have opportunities to explore music, rhythm and dance during regular dance and music sessions. They have opportunities to participate in plays and have access to dressing up clothes and a home corner. Children have opportunities to explore with a variety of equipment for example, paint, crayons, chalk, sand and water play.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant key issues, however staff will be extending children's learning during practical activities on the importance of eating healthy food.

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.