

Regent Nursery

Inspection report for early years provision

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EY294256

Inspection date

14/09/2010

Inspector

Victoria Vasiliadis

Setting address

459-461 Rayners Lane, Pinner, Middlesex, HA5 5ET

Telephone number

0208 933 5410

Email

selra@rtc.uk.net

Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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 40 children within the early years age range may attend at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. There are currently 24 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. They are registered on the Early Years Register and voluntary and compulsory part of the Childcare Register. The nursery employs five staff, all of whom hold appropriate early years qualifications, including the manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happily spending time playing and exploring, and they make satisfactory progress in their development. Sound systems are in place to observe and assess the children's development. However, the next steps in children's learning are not consistently identified for all of the children. There are appropriate systems in place in relation to partnership with parents/carers and other professionals which enables children's individual needs to be identified and adequately met. The manager has developing systems in place to monitor and evaluate the settings effectiveness in order to improve outcomes for children. In the main children are cared for in a safe environment. However, staff are not always suitably deployed and the lack of a deputy has an impact on the smooth running of the setting.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 30/09/2010

To further improve the early years provision the registered person should:

- ensure CRB disclosures are handled in accordance with the CRB's Code of Practice and Explanatory Guide and obtain a range of evidence to assess the

- suitability of adults working with the children
- review the organisation of the day to ensure all the children's individual needs are met and ratios maintained
- continue to develop the systems for planning, observing, assessing and evaluating children's progress in order to inform the next stage of their learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff are aware of their responsibilities and the procedures to follow if child protection concerns arise. There are adequate procedures in place for the recruitment of adults working directly with the children, such as criminal records checks. However, the setting does not have any other systems in place to assess the suitability of new recruits. The setting has comprehensive risk assessments in place which identify potential hazards. However, staff are not always suitably deployed. For example, one member of staff was left to care for a considerable number of children in the garden whilst others were involved in other tasks inside. This has an impact on children's welfare and safety.

In the main staff communicate well as a team to ensure the setting is warm and welcoming for the children and parents. However, there is no identified deputy in place to take charge in the absence of the manager. As a result, the day to day running of the setting does not always run smoothly. The setting has established sound relationships with parents, carers and others involved in the care of the children. Information is shared with parents informally at pick-up times and parents can access their child's records as they wish. There is information available to parents and carers about the Early Years Foundation Stage and the notice board displays some of the settings policies and procedures. The setting has developed some links with the local school in which the children will attend. For example, they join the child and parents at open days and prepare transitional progress reports on the children.

The staff treat the children with respect and value them as individuals. They have appropriate procedures in place to settle new children and in the main, children settle well and part easily from parents. They feel secure and play contentedly with their chosen activities. All children are encouraged to access toys and resources regardless of their gender. Children have access to a suitable range of toys and resources, furniture and equipment to meet their needs. Children with English as an additional language are suitably supported within the setting. For example, staff find out key words from the parents and use gestures and pictures to help communicate with children who are beginning to learn English.

The setting is beginning to monitor and evaluate the quality of the service they provide. They have identified some areas that they would like to improve, such as devising questionnaires for parents in order to seek their input. Suitable improvements have been made since the last inspection to benefit the children. For instance, effective risk assessments are in place and there are sufficient toys

and resources in place to challenge the more able children. However, the organisation of the day still remains an issue.

The quality and standards of the early years provision and outcomes for children

Staff are kind and caring towards the children, which helps them feel safe and secure in their environment. Staff have a sound knowledge of the Early Years Foundation Stage and therefore children are making satisfactory progress in their learning and development. There are effective systems in place to identify children's starting points as parents complete information about their child's development. Sound systems are in place to observe and assess the children's development. The setting has a key person system in place which enables staff to plan learning experiences around the children's individual interests and next steps. However, the next steps are not consistently identified for all of the children.

The children's speaking and listening skills are developing as they are encouraged to listen to one another and take turns when speaking. They are provided with a good range of resources such as mark making, drawing, stories and writing opportunities which support their literacy skills. Staff use appropriate methods of teaching, such as demonstrating tasks and asking open-ended questions to encourage children to think for themselves.

Children's independence skills are encouraged as staff offer them support to carry out tasks on their own, such as when completing puzzles. The environment is set up to help children to become independent as they select toys and resources and move freely from one area to another. However, there are times when children lose interest due to the lack of organisation of activities, such as during large group time.

Children are generally well-behaved and they respond positively to consistent praise and encouragement. They can play and work feeling safe and secure as the staff maintain clear, reasonable and consistent limits. The children are learning the importance of staying safe. For example, children are reminded about using equipment safely and visits from the local fire brigade develop children's understanding of what to do in the event of a fire. However, children's safety is affected as a result of the deployment of staff.

Children investigate how things work and are learning about their environment and living things. For example, discussions take place with the children about the different seasons, the weather and why leaves fall off the trees. Children also have access to programmable toys and a computer which encourages their knowledge of information technology. Children's problem solving and numeracy skills are supported by staff who encourage them to use their skills to construct models using different sized wooden bricks and to explore shape and size. For example, the more able children can accurately identify 3D shapes when creating their structures.

Children's health is well supported and they are beginning to learn the importance of healthy eating. The children are provided with snacks that take account of any dietary requirements or allergies they may have. Discussions take place with the children about why certain foods and drinks help them to grow. Children are provided with a range of resources such as balancing beams, obstacle courses and other equipment that promotes their large motor skills and their physical health.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met