

# Hounslow Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY285402
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	Jennifer Devine
<b>Setting address</b>	20 Montague Road, Hounslow, Middlesex, TW3 1LD
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<b>Email</b>	
<b>Type of setting</b>	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**

Hounslow Day Nursery registered in 1999. It run by the Asquith Day Nurseries chain and operates from four rooms within a converted building. It is situated in Hounslow, in the London borough of Hounslow. A maximum of 97 children in the early years age range may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm, 51 weeks of the year. All children access a secure enclosed outdoor area.

There are currently 100 children aged from three months to under five years on roll. Of these, 43 children receive the funded nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 23 staff. Of these, 16 staff hold appropriate early years qualifications. The other seven staff are currently studying for an early years qualification. The nursery is registered on the Early Years register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children receive excellent care and support during their time at nursery. They are able to make positive strides in their learning and development since the staff provide individual support which is tailored to each child's unique abilities and stages of development. Comprehensive self-evaluation processes ensure the staff team frequently review their practices, ensuring improvements are continually made. The partnership with parents is exceptional and ensures positive trusting relationships are developed which impacts on the progress children make.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure observations and assessments are dated so that they support staff in identifying childrens achievements and assist in the planning for the next steps of learning

## **The effectiveness of leadership and management of the early years provision**

The setting is led exceptionally well. Clear and robust recruitment procedures are in place, which ensures adults working with the children are suitably checked. Staff are fully aware of their role and responsibilities with regard to safeguarding

children and understand the procedures to follow if they were concerned about a child.

Comprehensive risk assessments are in place and daily safety checks are conducted by the staff to ensure high levels of safety are maintained. Staff are deployed appropriately within the setting to ensure children's safety is paramount and that the ratio of adult to child is always met. The managers thorough organisational skills means that all the required documents, policies and procedures are maintained to support the safe and efficient management of the setting.

The manager and deputy manager have a clear vision and ethos for the constant development of the nursery and this demonstrates a firm commitment to ongoing improvements. The manager is exceptionally successful in inspiring the staff to share this passion and deliver high quality care to the children. The setting has undertaken a rigorous process of self-evaluation and has clearly identified a number of areas for further improvements. All recommendations from the previous inspection have been successfully addressed. They actively seek the views of parents and use this information to improve the provision.

Staff have a strong commitment to equality and diversity which is actively promoted. Staff have an excellent knowledge of each child's background and needs and are highly effective in ensuring that all children are well integrated into the nursery. Each child has their own special family book which contains photographs of their family and this successfully promotes their individuality and self-esteem. Children with additional languages are well supported as many of the staff speak additional languages or they obtain key words to help children settle. They use picture signing to support and complement communication with all children. Children with special educational needs and/or disabilities are integrated fully into the setting and given full support by the staff as required.

The setting is extremely well equipped with a good range of safe and suitable furniture and equipment. Children's independence is fully promoted as they can access a full range of activities and equipment from low level storage units. Each room is well equipped with good quality toys to enable children to make progress in every area of their development.

There are excellent systems in place to develop effective partnerships with parents. They are made to feel extremely welcome in the nursery and are encouraged to share information with the key carer to ensure continuity of care. Parents actively take part in the settling in process and their views are sought on their experiences at this time. They can see their child's developmental learning journeys as they wish and can add their comments about their child's learning at home. The nursery has introduced home learning bags and library books which are available to support parents in the ongoing learning process. The home learning bags are resourced with a particular activity and guidance is provided on how each activity supports learning. Parents are invited to comment on how the activity went with their child. More formal reviews are held twice a year to discuss children's progress in more depth with parents.

The nursery is highly committed to working in partnership and has developed

effective links with other agencies to provide support for individual children. They receive support from the Early Years advisory teacher in developing new ideas to continually support children's learning.

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

The whole staff team have an excellent understanding of the Early Years Foundation Stage, which means they are extremely confident in delivering the curriculum and supporting children's learning well. They have developed effective planning methods which takes into account each child's needs and interests exceptionally well. Overall, observation and assessment methods are good and support staff to identify the next steps of learning. However some observations are not dated and this does not accurately support the monitoring of children's achievements.

Children are overall very happy, settled and confident. A few children currently settling are initially tearful but quickly settle as the staff are sensitive to their needs. They are highly motivated and eager to learn due to the very stimulating environment and the exciting and challenging activities that reflect and build on their individual needs and interests. The exceptionally wide range of resources both indoors and outside are easily and safely accessible throughout the day.

Children are making excellent progress in their learning which is well supported by dedicated and motivated staff. They sit with the children, interacting and posing challenging questions to make think. Children in pre-school have superb opportunities to develop their mathematical knowledge. They thoroughly enjoy exploring the three dimensional shapes, matching these to the pictures, drawing shapes and using rulers and squares to draw around. Excellent emphasis is put on children attempting to or writing their names on their work. Children enjoy practising their writing and love to use various writing implements and different types of notebooks. Staff support children's emerging writing and spelling of words by using phonics. Children's independence is flourishing as they are given lots of opportunities to develop their self-help skills. They enjoy taking part in the preparation of snack time and cut up the fruit carefully. They help themselves to drinks and serve their own lunch.

Children's personal, social and emotional development is excellent. Staff promote and role model kind and caring attitudes which results in a calm and loving environment for children to develop firm relationships. Children's behaviour is handled sensitively and they respond well to praise and encouragement by staff. Staff have made books to support children's learning of being kind to each other, for example in one of the younger age rooms the children access a photograph book showing hands being kind and not hurting each other.

Children have free flow to the outdoor environment for most of the day and they thoroughly enjoy this freedom. The garden is well resourced where children can investigate and explore the natural environment. Children's knowledge of the wider

world is supported well as the nursery plan many events over the year to explore different festivals and beliefs. For example, children are currently learning about Chinese New Year. Children are developing their skills for the future as they have access to the computer or enjoy playing with toy lap top computers. Each room is well equipped with a welcoming book corner, which has suitable age appropriate books attractively displayed and they make superb use of story props. Children thoroughly enjoy creative activities and work displayed shows children are given time to explore and develop their imagination to create their own pictures.

Children in the under two's rooms are given excellent support in their learning. Staff are very caring and attentive to the young babies' needs. Babies are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are very aware of providing exciting experiences to develop their senses and early development. There is an excellent supply of natural materials and heuristic play for babies to explore and investigate. Toddlers thoroughly enjoy the freedom of moving around their room and are developing their physical skills as they climb the small steps and go down the slide. They squeal in delight as the staff play peek-a-boo, thoroughly enjoying the attention and asking to play again.

Children are developing healthy lifestyles as they show exceptional understanding of following good personal hygiene routines. Children independently go to the toilet and know why they need to wash their hands. They are provided with a variety of fruit or vegetables for snack time and water or milk to drink. Children are provided with healthy and nutritious home cooked foods which are freshly prepared by the cook. Individual dietary requirements are well catered for. Children have developed their own rule books to remind them about good hygiene when helping to prepare the snack. They have also devised recipes and step by step instructions on how to make some foods such as pizza and sandwiches.

Children are learning to take responsibility for their own safety and the safety of others and are able to move around the nursery safely, confidently and independently. They learn rules of the nursery such as why they must not run indoors and the importance of using scissors safely. Children's safety is further promoted by staff's excellent understanding of appropriate supervision levels, both inside and outdoors. Children are very secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends and the staff. Children take part in regular fire evacuation practices which teaches them about the importance of evacuating the setting quickly and calmly. The nursery have had visits from the local fire brigade to reinforce safety and also to learn more about the people in the community.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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