

# St Albans Day Nursery Limited

Inspection report for early years provision

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**Unique reference number**

EY419385

**Inspection date**

05/05/2011

**Inspector**

Katie Dempster

**Setting address**

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**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**

St. Albans Day Nursery was registered in 2010 and is run by a private provider. The setting operates from a converted house in Feltham the London borough of Hounslow. There is access to three play rooms and a secure outdoor play area. The nursery provides a service for children from the local community. The setting is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Nursery may care for no more than 25 children under eight years; of these, not more than 25 may be in the early years age group, and of these, none may be under two years at any one time. There are currently 25 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who use English as an additional language.

The setting employs three full-time staff and two part-time members of staff. All staff members hold appropriate early years qualifications.

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

Overall the quality of the provision is satisfactory.

Children are happy, confident and enjoy their time at nursery. Inclusive practice is promoted as children have access to positive images of diversity and engage in activities to support their understanding of the wider world. Overall, records and documentation are well organised, however risk assessments are not fully in place to ensure children are safe at all times. The setting works well in partnership with parents to contribute to the children's well-being. Staff have a positive attitude to self-evaluation and have started to make positive changes since opening. Furthermore, areas for improvement, such as the outdoor area and interaction from staff, have been identified and included in action plans.

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

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

- regularly pose open ended questions to children to engage their thinking skills and support communication
- create a stimulating outdoor environment that offers a range of resources and activities which will encourage children's interest and curiosity
- ensure all hazards in the garden are identified by extending risk assessments to the outdoor area
- review and extend risk assessment content to ensure all potential hazards are identified both in and outdoors

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

Staff have a sound knowledge and understanding of safeguarding issues, and are aware of the procedures to follow should they have concerns about the children in their care. In addition, there are clear written procedures in place to support practice in relation to child protection. Systems are in place to ensure that those adults working directly with the children are suitable to do so, and unvetted staff do not have unsupervised access to the children. Risk assessments are not yet fully in place, and do not identify all potential risks or hazards children may come into contact with during their time at the setting. Staff, however, are well deployed to supervise the children and practice other safety measures to keep children secure within the setting. For example, the main door is kept locked and a visitors book is maintained.

Records, policies and procedures that promote positive outcomes are in place; however, the staff record register is not always precisely maintained to give an accurate account of who is on the premises. This is particularly important in the event of a fire. Evacuation procedures are in place and practised with the children on a regular basis, recorded in line with requirements. Self evaluation is in the early stages; however, the manager shows a positive attitude to developing practice and has started to put together action plans for making improvements within the nursery. There have been improvements made in the outdoor area and this has been identified as requiring further development. Tools, such as a self reflection document, help the setting to maintain continuous improvement.

There are sound systems in place for working in partnership with parents. Notice boards, daily feedback from staff and newsletters all combine to give parents an overview of their children's day, as well changes within the setting. Furthermore, much information is available regarding the implementation of the Early Years Foundation Stage and what the framework includes. The manager is aware of the importance of forming links with local schools, other professionals and local authority advisors when working with children with additional needs.

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

Children benefit from the small group size as this means staff are able to spend time participating in activities and engaging with the children. Staff spend much time speaking to children, asking questions and including them in conversations. However, open ended questions to engage children's thinking skills are limited. Staff have started to use a new tracker system to record and track children's progress, using information gained through observations. Although planning within this new system is not yet fully established, staff are able to demonstrate a sound understanding of the Early Years Foundation Stage learning and the learning and development requirements.

The learning environment is well resourced and set out to enable children's choices. They are provided with a selection of resources based on their age and development, which are safe and fit for purpose. There are interesting posters on display relevant to the different areas round the rooms, and there is a balance of freely chosen and adult directed play. Children enjoy using their imagination and are creative in facilitating their own play; for example, one child playing with the doctors set picks up a dolly and pretends to give her an injection. Children's knowledge and understanding of the world is developed through celebrating festivals and religious events, such as Easter and the Sikh celebration of Vaisakhi. Activities such as shape sorting, puzzles and construction help support children's mathematical and problem solving skills, and during sponge painting and collage children exercise their creativity. There are many opportunities for both fine and large motor skills and the outdoor play area allows children to jump, run, balance and negotiate space as they steer wheeled cars. However, the outdoor environment lacks other exciting resources to stimulate children's curiosity and enthusiasm.

Children are starting to learn the importance of keeping themselves safe through discussions and activities; for example, children have learnt about the emergency services through a visit from their local police officer and discovered the importance of stranger danger through puppet shows. They learn about healthy habits as they know to wash their hands and talk about food that is good for us. Children's behaviour is managed promptly; staff quickly attend to children squabbling over a toy and explain how we must share. Children are able to sit and listen for some time and able to take instructions from staff well.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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