

# Osterley Park Day Nursery

Inspection report for early years provision

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**Unique reference number**

116199

**Inspection date**

02/06/2011

**Inspector**

Daphne Prescott

**Setting address**

Quakers Lane, Isleworth, Middlesex, TW7 5AZ

**Telephone number**

0208 847 4042

**Email**

**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**

Osterley Park Day Nursery opened in 1984 and operates from premises that offer the children three playrooms, set out over two floors in Isleworth in London Borough of Hounslow. Children have access to a large enclosed outdoor play area.

The nursery opens from 8am to 6pm Mondays to Fridays 51 weeks a year. They offer full time places (five days per week), part time places (one to four days per week) and a limited number of half day places from 8am to 1pm or 1pm to 6pm.

A maximum of 20 children from one year to under eight years may attend the setting at any one time. There are currently 24 children on roll who attend different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

There is a staff group of eight including the manager and all staff hold an appropriate early years qualification.

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

Overall the quality of the provision is good.

Children are very happy and settled because the setting has created a warm and welcoming environment. Overall, the variety of experiences provided ensures children have opportunities to make good progress in their learning and development. Effective partnerships with parents and other professionals contribute to inclusion and children's individual needs being fully supported. The manager and staff team work very closely together and they are consistently reviewing their practice to make sure that priorities for development are identified.

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

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

- develop the routines to allow children the opportunity to follow through their activities
- further develop ways of including and displaying signs or labels in other languages

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

The manager and staff team work well together as a motivated and cohesive team as they share a commitment to offering the best possible care to the children. They place a high priority on their safety and welfare. Staff fully understand their responsibility to safeguard children from harm. The setting has a clear, detailed safeguarding policy and the manager is the designated staff member to take the lead if concerns about children's safety arise. They complete written risk assessments and visual safety checks each day to ensure the children have the freedom to explore within a safe and secure environment. Children are well protected as the manager ensures that there are robust systems in place to ensure that those adults caring for children are suitable to do so.

The successful deployment of staff around the rooms ensures children's safety is monitored and their learning and development is supported appropriately. The children demonstrate a strong sense of belonging and are gaining independence as they make choices from a variety of toys and resources available in low level units. Children with additional needs are catered for well through joint work between staff, parents and outside agencies. This cements an effective partnership and ensures children's individual care and learning needs are fully discussed and provided for. The atmosphere is inclusive and this, in turn, enables the children to grow in confidence and self-esteem. Staff are committed to adapting the provision to meet the constant changing needs of all the children who attend.

Good working relationships are in place with the parents and carers. The effective key person system enables staff to gain good knowledge and understanding of the background and needs of all the children from their parents before they start. A detailed range of policies and procedures are in place and shared with parents to ensure they are aware of the settings professional responsibility. The manager and staff team engage warmly with parents. They keep them informed of their children's well-being and development through daily chats and written comments in their link books. Parents also receive detailed information about their child's progress and are able to contribute to their children's education. Discussions with parents reveal that they are extremely happy with the service provided. They speak highly of the quality of care their children receive and of the approachability of the staff.

The manager and staff team have a clear vision for the setting and demonstrate a strong commitment to further enhance the quality of the early years provision. For example, through the completion of their reflective practice they monitor the quality and standards at the setting. They have identified their own strengths and areas for improvements and continue to work on areas that they feel need addressing in order to develop the service further. The setting has addressed the recommendations raised from the previous inspection which has improved outcomes for children.

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

Children settle well and are happy and comfortable in the staff's care, leaving their parents confidently on arrival and keenly greeting their friends. All children make progress towards early learning goals in relation to their starting points, including those with learning difficulties. Their individual learning journals track their progress effectively through the use of observations, assessments and photographic evidence. Clear individual plans help to identify the next steps in the children's learning and ensure they are actively engaged. They are offered a balance of child-initiated and adult-led activities. However, sometimes the organisation of the daily routine is not effective to allow children the opportunity to follow through activities that they are really interested in.

Children become active learners, as they are curious and keen to engage in activities. Their skills in communication, language and literacy are supported effectively. Children are developing their early writing skills as they have good access to a range of writing resources. They enjoy listening to stories as they keenly join in and predict what might happen next. Children also enthusiastically join in with their favourite songs. They are developing their understanding in problem solving as they have a fun time working out which pieces fit together to construct the train track. Technology resources are readily available and help children develop important skills for the future. Children confidently use the computer, as they sort objects on the screen. They grow their own fruit and vegetables, harvest the crops and eat them. This effectively helps children to begin to understand the value of eating fresh fruit and vegetables. Diversity is valued through the use of toys and recognising festivals and traditions from other countries. However, there is limited labelling in other languages to assist further an understanding of dual languages to value diversity. In the baby room, younger children enjoy communicating through frequent and enjoyable interactions with staff. They giggle and laugh as they experiment with the texture of shiny materials and the effect of light as they shine the torch on the ceiling promoting their development of their senses.

Children are developing a good appreciation of healthy lifestyles; they enjoy fresh air and exercise everyday as they play outdoors in the lovely woodland garden. They are having a great time developing control over their bodies as they climb and balance on apparatus or ride their bikes. They enjoy a range of healthy snacks, freshly prepared meals and drinks regularly throughout the day. Children develop good personal hygiene routines as they wash their hands willingly before eating and after using the toilet. They are also learning the importance of how to keep safe. For example, they know what to do in the event of a fire because they routinely practice the evacuation procedures. Children's behaviour is effectively managed and positive encouragement means they generally behave well and show kindness and consideration towards each other. They are forming positive relationships as they work together when constructing the train track and looking at books. They are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

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

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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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