

The Brentford Day Nursery

Inspection report for early years provision

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Inspector Jennifer Devine

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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

The Brentford Day Nursery opened in 2000 and is one in a chain of nurseries run by Bringing up Baby Limited. It operates from a two storey building in Brentford in the London borough of Hounslow. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.15pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 55 children on roll. The setting receives funding for nursery education. The nursery employs 12 staff, of whom 11 staff hold appropriate early years qualifications.

The nursery supports a number of children who speak English as an additional language. The nursery receives support from Hounslow's Early Years Development and Childcare Partnership. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled in the nursery and are making good progress in their early development. Overall staff have a good understanding of the Early Years Foundation Stage and plan a generally exciting range of activities to support children's learning. Although planning and assessment methods are developed staff are not always consistent in keeping the children's profiles up-to-date. The staff team are organised and support children in their learning, however at times they do not always provide enough challenge when talking with children. The partnership with parents is good and ensures adults work together to support and meet children's needs, although methods to seek parent's feedback is erratic. Effective self-evaluation processes ensure the staff team frequently review their practices; ensuring improvements are made to benefit the children.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment methods so they are consistent and kept up-to-date across the nursery to enable children's next steps for learning to be accurately recorded
- improve staff's knowledge of extending and developing children's language through asking appropriate questions to make children think
- develop ways of obtaining parent's feedback to gain their views on the service provided

The effectiveness of leadership and management of the early years provision

Appropriate recruitment procedures are in place which ensures all adults working with the children are suitably checked. A new manager has just been appointed and is being inducted by the current manager before she leaves. The new manager is in the process of submitting her personal information to Ofsted to enable them to complete suitability checks. Staff are aware of their role and responsibilities with regard to safeguarding children and understand the procedures to follow if they were concerned about a child.

Staff are deployed appropriately to ensure children's safety and well-being at all times. Risk assessments of the premises are conducted and reviewed regularly, and this ensures children's safety is maintained. In addition staff carry out daily safety checks on all playrooms and the outdoor play areas to ensure there are no hazards.

The manager's clear vision for the development of the setting demonstrates a commitment to ongoing improvement. The group have completed the process of self-evaluating their provision and also work with the Hounslow reflective practice documents to self-evaluate and review practices regularly to target areas for development.

The setting is equipped with a generally good range of safe and suitable furniture and equipment. Children's independence is promoted as they can access most activities and equipment from low level storage units. Some toys are stored on high shelves, however; staff have made photo cards of all the resources to enable children to be able to make choices about their play.

Staff have an good knowledge of each child's background and needs. Parents complete an 'all about me' form before starting and this enables the key carer to build up a clear picture of each child's routines, likes and dislikes to help them settle in. Staff are knowledgeable about promoting an inclusive environment for all children. Children with additional languages are well supported as a number of the staff speak additional languages or they obtain key words to help children settle. The nursery plans topics on festivals over the year and has a range of books and resources to help children understand about diversity in their society. Children recently participated in international day to celebrate the diverse cultures within the nursery and have wonderful displays running through the hall-way showing each child's family and traditions.

The nursery has positive relationships with parents and carers. They are made to feel welcome in the nursery and are encouraged to share information to ensure continuity of care. Parents meetings are held twice a year to enable parents to discuss their child's achievements in more depth. Parental feedback has been sought in the past, however, this is not done on a regular basis and completed fully to ensure comments are considered and acted upon. Parents also are invited to take part in the annual nursery outing and picnics. Parental comments indicate

they are very happy with the service provided. The staff are aware of developing partnerships with other agencies and have made links with the local nursery school and share good practice and ideas, for example, they have worked together to develop the recording of children's progress.

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

Children are happy and settled in the nursery and are making good progress in their development. The nursery atmosphere is generally calm, with most children absorbed in their play. Children separate generally well for their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play. Some children are upset on arrival but with the help of the staff they soon settle and are beginning to investigate their surroundings.

Children are generally well supported by the staff who spend time with groups of children or individually to support and extend their learning. Children in the two to five year old room have small group times where they spend time with an adult on a focussed activity. For example, a group of children played on the computer, another group played with play dough and the pre-school children had circle time. The children enjoy these times, and although staff talk with the children as they play they do not always fully extend or challenge children's learning further by asking open-ended questions to make them think. All children's personal, social and emotional development is developing well. Staff promote and role model kind and caring attitudes which results in a generally 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.

Overall staff have a good understanding of the Early Years Foundation Stage and have developed generally good planning methods to ensure most children have individual goals to reach in their development. Staff observe children's progress and record the next steps for learning in their learning journeys, however, not all staff keep the progress profiles up-to-date with current observations and therefore cannot plan effectively for each child.

Children in the under two's rooms are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are aware of providing exciting experiences to develop their senses and early development. There is a good supply of natural materials for babies to explore and investigate. Children thoroughly enjoy a planned focussed activity using shredded paper. They have great fun as they pick up the paper and throw it into the air and squeal in delight as it falls on their heads. They laugh as the staff covers them in the paper and pretend they are hiding. Children have generally good opportunities to practice their pre-writing skills and some children are beginning to write their names on their work. Both rooms have a generally well resourced book area and this is used fairly well by the children. They sit and look at books alone or with an adult in these comfortable cushioned areas. Children have good opportunities to develop

their skills for the future as they have access to the computer and are learning to follow a simple programme with the help of an adult.

Children thoroughly enjoy the freedom of playing outdoors. As part of the nursery is situated on the first floor and the outdoor area is fairly small outdoor play is built into the routine for small groups of children to take turns to experience fresh air and regular exercise. The outdoor area has recently been developed and staff continue to build on ensuring all six areas of learning are equally covered.

Children are developing healthy lifestyles as they show a good understanding of following good personal hygiene routines. Children independently go to the toilet and know why they need to wash their hands. They are aware of the importance of having healthy teeth and are eager to brush their teeth after their breakfast. They are provided with a variety of fruit 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 are aware of the importance of drinking water after playing outdoors and request water when they feel thirsty.

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 being carefully as they go up and down the stairs. Children's safety is further promoted by staff's understanding of appropriate supervision levels, both inside and outdoors. Children are 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.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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