

# London Borough of Hillingdon, Nestles Avenue Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	139176
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<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

Nestles Avenue Children's Centre nursery was registered in 1998 and is run by London Borough of Hillingdon Local Authority. The nursery operates from Nestles Avenue Children's Centre, a single story building in Hayes in the London Borough of Hillingdon. There is access to four rooms and a secure outdoor play area. The nursery provides a service for children from the local and wider community. The Children's Centre offers a range of services for the local community including workshops and support groups. The nursery is open each weekday from 8.00am to 6.00pm all year round except Christmas and bank holidays.

The setting is registered to care for 107 children under eight years, of whom 107 may be in the early years age range, and there are currently 99 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 speak English as an additional language.

The setting employs 17 full-time staff and four part-time members of staff. All staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are flourishing in a stimulating and fully resourced environment. The enthusiastic and motivated staff team are committed to providing very high standards and make excellent use of the many effective systems of self-evaluation to maintain continuous improvement. Overall, outcomes for children are excellent. Thriving partnerships with parents and other professionals ensure a fully inclusive environment where children's individual needs are known and fully met. Diversity is very well integrated within the nursery, giving children wonderful opportunities to learn about themselves, the local community and the wider world.

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

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

- explore further the extent to which children adopt healthy lifestyles through innovative play opportunities.

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

Children are greatly safeguarded. Staff at all levels have a comprehensive understanding of safeguarding issues and have opportunities to attend training and maintain an up to date understanding of current legislation. The manager and deputy take lead roles in dealing with concerns and they regularly attend training and seminars to update their knowledge. Robust policies and procedures are implemented throughout the nursery, including comprehensive risk assessments and procedures for the safe recruitment and vetting of new staff, which ensures that children are cared for by suitable and qualified adults. The management team are experienced, dedicated and confident in their roles. They place high importance on embedding ambition through the staff team, who together provide a high level of care and learning opportunities for children. There are various systems of self evaluation in place which combine to ensure the nursery makes continuous improvement where necessary. These include staff appraisals, development and action plans.

Partnerships with parents are outstanding. Staff build highly effective links with parents and are creative in finding ways to involve parents in the nursery and children's learning. For example, staff use the resources available within the children's centre, such as workshops, group and stay-and-play sessions, to motivate and empower parents. There is a wealth of information available for parents including newsletters, notice boards and displays, much of which is targeted at providing information about the Early Years Foundation Stage and how children are developing. Furthermore, specific workshops to educate parents on how learning can be achieved at home are enormously beneficial.

Management and staff have made great efforts to support children with special educational needs and disabilities. They work in close partnership with parents, offering support as well opening lines of communication for professional intervention. For example, they invite parents to health professional workshops within the children's centre. Diversity is well planned for within the nursery. Children have access to many images, resources and activities to support their understanding of difference and the wider world.

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

Staff create a wonderfully stimulating and educational learning environment throughout the whole nursery and there is an extensive selection of high quality resources to support learning through play in each of the rooms. The environment is well planned to cater for each age group of children, whilst offering times for children to integrate together as well. The effective system of observation, assessment and planning results in a well planned curriculum based on children's individual development needs. Staff demonstrate excellent teaching techniques to support children's development. For example, during a focussed activity involving

sorting teddy bears, staff use well framed questions and allow children time to think about the concept of the activity before offering support. As a result, children gain the necessary skills to make significant gains in their learning.

The areas of learning are well applied in the nursery. Children's creativity is effectively promoted as they engage in activities such as hand printing, collage, and exploring rhythm and sounds with the many musical instruments available. Their imaginative skills are very well supported with the vast array of role play equipment and resources attractively presented. They enjoy building dens outside, or spending time in the role play garden shop, fully equipped with tills, seed packets and plants the children have grown themselves. Staff have made a meticulous effort to encourage children's early writing skills. Every opportunity has been taken to ensure all children have the resources to mark-make, write and draw. For example, clip boards and writing materials displayed around the entire nursery, and chalk for younger children to mark-make on the floor. Each room of the nursery has a book area, with a range of interesting and well presented books. Furthermore, the nursery is currently developing its own library which children have started to visit and choose books to take home. This emphasis on promoting children's enjoyment of reading is highly beneficial to children's communication, language and literacy skills. A great selection of resources to support children's mathematical and problem solving skills allows them to calculate, estimate, sort and match objects, and identify colours, numbers and shapes.

The outside environment is greatly incorporated in planning for each area of learning, and is particularly well resourced to support children's physical skills. They enjoy using the different apparatus and resources to balance, steer, climb and negotiate space. The colourful environment and interesting displays make the outdoor area very appealing for children, encouraging their enjoyment of physical and active play. The emphasis placed on outdoor and physical play also supports children's understanding of healthy lifestyles. They show a good awareness of being healthy and are encouraged to adopt good personal hygiene through the daily routine. Furthermore, staff work closely with parents to endorse healthy lifestyles at home as well.

Children learn about keeping themselves safe through resources, discussions and activities. For example, visits from the local police and fire service bring learning to life as children enjoy sitting in the fire engine and learn what parts of the police uniform help them keep us safe. Children's behaviour is very good, they are making friendships and play very co-operatively together. For example, working in unison as they attempt to fill the play hut with building bricks, some children gather the bricks whilst others pass them up inside, offering words of encouragement to one another as they play.

## 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

The quality of the provision in the Early Years Foundation Stage	1
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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	2
The extent to which children make a positive contribution	1
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

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