

The Old Rectory Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

The Old Rectory Nursery has been operating for a number of years. The nursery cares for children between 7:30am to 6.30pm Mondays to Fridays, for 50 weeks a year. The premises is situated in an urban area of Cranford, near Hounslow. There are six group rooms which are located over two floors, and children have access to resource rooms and a dining room, a comparatively large and secure outdoor area, with two of the group rooms opening onto a patio area of the garden. The nursery predominately serves families who live locally in the Cranford and Hounslow areas of Middlesex, and are from a variety of social and cultural backgrounds. There are 15 permanent members of staff working with the children, all of whom have a relevant early years qualification. The nursery employs a cook and an assistant cook. The nursery is registered on the Early Years Register. There are currently 76 children on roll, including some learning English as an additional language and who have special educational needs and/or disabilities. Currently, children aged three and four are funded for free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are kept safe overall. They are happy and settled; staff enjoy good relationships with them and their families. Staff are encouraged to reflect and evaluate their practice and their views and ideas feed into self evaluation systems that are in place. These have not picked up all areas of weakness, as some specific legal requirements are overlooked, however, the nursery remains appropriately placed to sustain improvement. The nursery works well with parents and others to meet the needs of all children. Sometimes children do not have sufficient chances to make individual choices about their play, but taken overall, they make sound progress in their learning and development .

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure that the record of risk assessment states when it was carried out, by whom and include the date of the review and any action taken following a review or incident 31/08/2011
- ensure that the daily record of children looked after on the premises meeting requirements, in order to manage the nursery safely 31/08/2011

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

- improve opportunities for children to engage in child initiated play and be in charge of their own learning
- improve children's safety further by developing risk assessments to cover anything that a child may come into contact, including animals.

The effectiveness of leadership and management of the early years provision

Appropriate recruitment procedures ensure that staff are suitable and qualified for their early years roles. Records are kept of Criminal Record Bureau checks and the qualifications and training of all staff. A safeguarding policy is in place and when questioned staff talk knowledgeably about procedures to follow should they feel a child is at risk of harm. Many suitable safety measures are taken to keep children safe; for example, a stair gate at the top helps to prevent children falling down the stairs. Outer doors are locked and the setting is secure. Visitors' identities are checked and signing in procedures prevent unauthorised adults from entering the building.

Monthly checks and regular risk assessments identify potential risks around the nursery but required detail is not always recorded. In addition, risk assessments do not cover all things children may come into contact with in order to further protect children. All policies and procedures are in place to support the safe and smooth running of the nursery, but the daily record of children at the nursery does not meet requirements. Senior staff make regular checks to ensure that the nursery staff follow procedures; kitchen staff complete daily cleaning and monitoring sheets to prevent the spread of infection, for example. Emergency evacuation procedures are displayed and fire drills take place regularly, so children learn what to do in such situations.

The nursery has good relationships with parents, seeking their views on the nursery's provision. Staff greet parents warmly and discuss child related issues on a daily basis. Termly newsletters and notice board information keep parents well informed about nursery events. Parents state they know about their children's progress through attending parents' evenings twice a year. They are encouraged to be involved in their children's learning by making contributions to their records of achievement. Diaries about babies' nursery life keep parents informed daily about routines and play. The nursery liaises well with others to support children with specific needs. As such, it is taking suitable steps to close the achievement gap so all children make appropriate progress in relation to their starting points. Parents say they are happy with the nursery and that children enjoy attending. A number of events are organised, which build positive relationships with parents and involve them in nursery life, such as Sports Day and Bonfire Night. When questioned parents speak highly of the nursery saying it is a "good resource". The nursery has good relationships with other early years settings that the children may attend. These links are well established and information is exchanged between key workers to promote children's achievement and well-being. Systems

successfully help children make appropriate progress in order for them to acquire suitable skills. Information gathered about the children on entry through parental interviews and staff observations is used to make assessments. Special books are used to track children's children make as they grow and develop.

All staff are encouraged to be reflective and think about ways in which the nursery can improve. Regular meetings give staff opportunities to share ideas and therefore be involved in driving improvement. Self-evaluation is not sufficiently rigorous currently to identify all weaknesses but, nevertheless, worthwhile improvements are achieved, such as the provision of additional resources.

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

Most children are developing a suitable sense of how to stay safe. They walk down the stairs carefully as they hold onto the handrail. They use toys and other resources, such as scissors, appropriately. The children show an understanding of how to stay healthy by following appropriate hygiene routines such as hand washing before eating, following occasional prompts from adults. Children are taught about foods that 'keep us healthy' and are offered fruit at snack time. Staff are aware of the foods children are allergic to as these are displayed on the wall in the dining room and also on individual place mats used by the children. Children brush their teeth after lunch. Fresh water is available at all times and this helps to prevent thirst. Cots and mats are available for children to rest and sleep in the afternoon. Children take plenty of exercise and enjoy joining in with the outdoor activities. The children develop positive relationships and staff praise children to help them develop confidence and self-esteem.

Children develop some important skills that they will need for the future. Information and communication technology skills are encouraged by the provision of lap tops, audio equipment, cameras and programmable toys. Four-year-old children are helped to read numbers from one to ten and match the number of cubes accurately. Other children write their names, holding pencils with control. When playing in the sand and making two sand pies, when asked how many there will be if one more is made, the response is 'three'. Younger children name toy animals they play with. However, children have few chances to talk to others individually and in small groups during child initiated play, which somewhat discourages conversations and linguistic development. Many festivals are celebrated and this helps the children understand about the multi-cultural world in which we live.

The environment is generally tidy and well organised with a range of resources, some of which are stored on open shelves, so children may access them independently. Toys and resources are labelled with pictures and words, encouraging the children to understand the link between words and their meanings. Rugs make the indoor environment more cosy and inviting. A range of manufactured and natural resources are provided. Although self-selection is

available, many activities are adult led with children directed to them rather than being able to make their own decisions about what to do and guiding their own learning. The large garden is under-resourced and developed and does not provide a rich and varied learning environment with opportunities for children to develop skills across the six areas of learning.

Staff observe and monitor children's progress appropriately keeping records, photographs and pieces of work. The use of special books to track progress helps staff to assess children's learning and judge whether children are working at suitable levels. Staff use this information and their sound knowledge of the learning and development requirements to plan appropriate activities for the children. Staff have good relationships with the children and work with parents and external agencies to meet children's needs satisfactorily.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
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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