

Villas Day Nursery

Inspection report for early years provision

Unique reference number 137856
Inspection date 20/02/2012
Inspector Helen Steven

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Type of setting Childcare - Non-Domestic

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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

Villas Day Nursery registered in 1992 and is managed by a private provider. It operates from the basement flat of a Victorian house. It is situated in the Queen's Park area in the London Borough of Brent. Children have access to an enclosed outdoor play area.

The nursery is open each weekday between 8.30am to 6pm, 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children under eight years may attend at any one time and all may be in the early years age range. There are currently five children aged from two years to under five years on roll. Children attend full and part-time sessions. The nursery is receipt of funding for the provision of free early education for children aged three and four years.

The staff support children with English as an additional language. There are two core members of staff, including the manager, employed to work directly with the children. Both staff hold relevant early years qualifications. In addition, the nursery supports students on placements and a volunteer attends for a short time each week.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider has made significant improvements since the last inspection, which has had a positive impact on the outcomes for all children. The provider, alongside the local authority, reviews and reflects on their practice to maintain steady continuous improvement. Children enjoy their time at this friendly nursery where they make suitable progress. However, planning is not fully effective and most art on display reflects adult ideas. Overall children's health and safety is supported, although there are breaches of two legal requirements and lapses in hygiene. Staff build strong links with other agencies so that children receive the care they require to meet their individual needs.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given and keep a written record of medicines given to children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 12/03/2012

- update and maintain the first aid box to ensure it contains appropriate content to meet the needs of children in the event of an accident (Safeguarding and promoting children's welfare).

05/03/2012

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

- develop children's understanding of healthy lifestyles, for example, by consistently encouraging them to wash their hands prior to handling food
- increase opportunities to support children's creativity by enabling them to represent their own ideas without necessarily making an end product, which is adult directed
- strengthen the system for planning challenging activities in the learning environment, both indoors and outdoors, based on children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Staff have a suitable understanding of safeguarding procedures and know when to take action to protect children in their care. Detailed annual risk assessments are in place for the premises. A daily checklist is in place, although this is primarily prompts for staff, for example, about setting up the environment. The provider assesses risks when taking children on their weekly outing and is about to embark on recording this for every type of outing. The provider is able to demonstrate that staff hold Criminal Records Bureau checks and is able to obtain evidence of staff qualifications. Overall, there is a suitable range of policies and procedures and most required documentation is in place, such as, attendance records. However, records show that the medication procedure is not carried out in line with specific legal requirements. Parental permission is not always obtained prior to medication being administered and written records do not indicate that medication has been given on the premises by a staff member. Staff hold valid first aid certificates in order to treat children appropriately in the event of an accident. However, treatment may be hindered as the contents of the first aid box have not been checked and replenished to ensure they are appropriate to meet the needs of children. This is a breach of a specific legal requirement.

Since the last inspection, the provider has demonstrated a strong commitment to improve the nursery by engaging with development workers from the local authority. She has formulated action plans in order to prioritise and address the weaknesses raised and is continuing to concentrate on the recommendations. In addition, the provider is evaluating the nursery appropriately in order to secure better outcomes for children. Children with English as an additional language are welcomed into the nursery. There are some community languages on display and some resources, which reflect diversity in a positive way. However, the backgrounds of some children attending are not yet fully represented. The nursery is organised into areas and resources are set out, some of which are less challenging for the children present. Low-level shelving enables children to self-

select from a varied range of resources if they wish. However, the adjacent outdoor learning environment is not always used to its full potential. There are suitable systems in place to observe, monitor and plan the children's progress towards the early learning goals. The provider has been trialling different ways to find the most effective for the nursery. Plans primarily focus on indoor resources and although there is evidence of some links to learning intentions, this is not consistent.

Overall, parents give positive feedback about the nursery. They say they feel that the nursery is 'Like a family you can depend on'. They like the one-to-one attention given to their children due to the low numbers attending. Parents state they can raise any concerns they have with staff. They feel their children have made progress, for example, in communication. Letters from previous parents show that they were very happy with the service provided. The staff have well-established partnerships with other agencies supporting individual children. Regular communication and visits to the nursery promote children's achievement and well-being effectively.

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

Children throughout the nursery make suitable progress towards the early learning goals. Staff provide a satisfactory range of activities that cover all areas of learning in the Early Years Foundation Stage framework. Generally, children can make choices in their play enabling them to make a positive contribution. They receive suitable support in developing skills for the future. Children are engaged in play and happily chat with familiar adults, enjoying their company. Children are learning how to behave appropriately. They demonstrate good manners by saying 'please' and 'thank you' unprompted by adults. Children have opportunities to write and copy their names from name cards on the writing table. However, there are fewer opportunities to write in other areas, such as in the role play corner. Children are asked general questions during play, for example, about colour and shapes. They develop their numeracy skills by counting and using small magnetic discs to make shapes. Children build three-dimensional structures with construction toys and connect moveable pieces together. This helps develop some problem solving skills appropriately.

Children learn about different cultures through, for example, celebrating festivals such as Chinese New Year. There are some resources that reflect the diversity of the local community, such as Asian cooking utensils. An adjacent garden is available for outdoor play, although children do not have the opportunity to move freely between the indoor and outdoor spaces. On the day of inspection, no plans are in place for outdoor learning activities. As a result, children do not make use of the garden for play, fresh air and exercise. Children have weekly opportunities to attend local outings to enable them to gain knowledge of local environment. Children have some opportunities to paint freely in order to express their ideas. However, there is a significant amount of adult-determined artwork, which dominates the displays within the nursery. This does not fully represent children's

own creativity.

Children benefit from nutritious food, which is cooked on the premises and helps them learn about healthy eating. They can access water throughout the day in individual labelled cups and they eat fresh fruit at snack time. Children do not always follow appropriate personal hygiene routines, as they are not consistently prompted by adults. Children are beginning to develop an understanding of sustainability as they recycle cartons and packets for their modelling activities. Children demonstrate they know how to keep themselves safe when talking about slipping on water. In addition, regular fire drills help children to gain a sense of how to keep themselves safe in an emergency evacuation.

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	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

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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 12/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 12/03/2012