

# 9 Months Nursery

Inspection report for early years provision

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**Unique reference number** 116180  
**Inspection date** 05/07/2012  
**Inspector** Christine Bonnett

**Setting address** 30a The Grove, Isleworth, Middlesex, TW7 4JU

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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**

9 Months Nursery is run by 9 Months Limited. It opened in 2001 and operates from three rooms in a converted basement of a large Victorian house in Isleworth in the London Borough of Hounslow. A maximum of 26 children under eight years may attend the nursery at any one time; of these, 26 can be in the early years age group. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to a secure, enclosed outdoor play area.

There are currently 43 children aged from eight months to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 10 staff, all of whom hold appropriate early years qualifications. The manager has Early Years Professional Status.

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

Overall the quality of the provision is good.

The nursery provides a warm and friendly environment for all children. The caring and supportive staff team create an inclusive setting that promotes children's welfare well. The excellent partnerships established with parents also contribute towards the individual needs of each child being known and met effectively. Overall, children make good progress towards the early learning goals in all areas. The manager and her staff team demonstrate their strong commitment towards the continuous development of their practice in order to improve outcomes for children.

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

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

- enable children to access routinely the computer and a variety of programmable toys in order for them to develop the skills they will need in the future to operate information and communication technology.

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

Staff have a good knowledge and understanding of safeguarding policies and procedures to effectively promote children's welfare. Robust staff recruitment and selection procedures are in place. The system used helps to ensure all staff have

the required suitability checks to work with children. Well-maintained records, policies and procedures help ensure the efficient management of the nursery. Detailed risk assessments of the premises identify how staff minimise potential hazards effectively. Children routinely go on outings into the community. Staff carry out detailed risk assessments for these trips in order to protect children from harm.

The manager is forward thinking and proactive, keeping up to date with new initiatives and research. She is firmly committed to the continuous development of her nursery. She effectively communicates her vision for the future to her motivated staff team. All staff contribute to the culture of reflective practice, undertaking regular evaluation of their rooms, targeting areas to develop and producing action plans. Parents have opportunities to voice their views about the nursery and to influence decision-making. For example, because of a discussion at the annual parent forum, the nursery obtained an ultra violet light monitor to use in the garden to help protect children from the harmful effects of the sun. Regular staff meetings, appraisals and access to training and development also help towards ensuring good standards are maintained and enhanced. The successful addressing of recommendations made at the last inspection further demonstrates the nursery's capacity for continuous improvement for the benefit of the children.

The nursery enjoys and benefits from highly effective partnerships with parents and carers. Staff keep them extremely well informed about all aspects of their children's achievement, well-being and development. Parents take part in workshops to discuss aspects of the curriculum to demonstrate how children learn through play. Parents also bring their areas of expertise into the nursery. For example, a parent who is a dentist will talk to the children about the importance of oral hygiene. The secure website and text messages, as well as discussions each day, also help to keep parents up to date with important issues. During the inspection, parents commented that their children are extremely happy and content in the nursery. They feel that high standards of communication exist at all levels to help meet their child's particular needs. Partnerships with other agencies providing additional support to individual children are also well established. Working effectively together further promotes the learning and well-being of all the children. Children are involved with the self-evaluation of the nursery. They played a major role in deciding the layout of their rooms following a recent reorganisation. Staff were keen to ensure that children maintained their sense of security by being actively involved in the decision-making.

The nursery has a wide range of fun and stimulating play materials that are readily accessible for the children to enjoy. They are used well by the children and support their learning and development. The environment is also conducive to children's learning and has many informative posters and children's artwork displayed on the walls. Staff deploy themselves effectively round the rooms and garden in order to monitor the children's safety and to foster their learning. Children learn to respect diversity. They join in the customs and traditions of a number of world faith festivals, including Eid, Diwali and Hanukah. In addition, parents visit the nursery to talk to the children about celebrations that are important to them. For example, a mother spoke to the older children about Chinese New Year. Children are able to see familiar faces from home during the day because family photographs are on

display. These help to make children feel secure and add to their growing sense of self.

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

Children are very happy, settled and content. They enjoy their play and become active and curious learners. Staff have a good understanding of the Early Years Foundation Stage learning and development requirements and how children learn. This results in children making good progress towards the early learning goals. Staff observe the children and plan activities tailored to suit the needs and interests of each child. The learning journals clearly show the good progress each child makes. The planning offers children a balanced programme of fun learning opportunities throughout the day. Overall, children learn the skills they will need in the future very well. For example, they have plenty of opportunities to develop pre-writing skills by drawing and painting. Older children begin to form letters and words. Children enjoy looking at books and regularly visit the library. They develop an understanding of numbers and mathematical language through planned and spontaneous activities. They thread beads and count how many are on the string. Older children begin to learn simple calculation as they count how many beads are left if some are taken away. Children also play matching and memory games to foster their problem solving skills. The nursery has a laptop, which children thoroughly enjoy using. Staff provide good support to enable them to learn how to operate simple programs. However, the laptop is not routinely available for use throughout the day, which reduces children's access to technology. Children enjoy action rhymes and songs and are adept at using sign language as an additional form of communication. Staff develop themes that interest the children and develop an awareness of their community. As part of the 'transport' theme children visited the local bus garage and had great fun sitting in a bus while it was being washed.

Children learn the importance of adopting a healthy lifestyle. The meals they enjoy are cooked on the premises and include plenty of fresh fruit and vegetables. Children learn which foods are good for them and which to avoid. They also gain practical knowledge, such as how to grow lettuces in the garden. Children adopt good personal hygiene practices and confidently explain the importance of washing their hands before eating. The secure garden provides plenty of opportunities for physical exercise. Children ride bikes and generally run around. Children also work well together to build low-level walkways to balance on and test their skills. They also regularly visit local parks where they enjoy more opportunities for climbing and sliding.

Children's confidence shines through. Their familiarity with the structured routine contributes significantly towards their evident strong sense of security and belonging. The strong key person system also contributes significantly to children's well-being. Consequently, children's behaviour is excellent. They play extremely well together, displaying excellent negotiation and cooperation skills. For example, older children understand that they have to take turns to use some equipment,

such as the computer. They relinquish it contentedly to enable their friend to have their turn. Children also learn to consider their friends' feelings by showing kindness towards them. All staff are caring and kind. Babies respond positively to staff and enjoy warm cuddles with them. Older children show that they feel safe with the staff because they confidently express their needs to them and welcome and enjoy the positive interaction they share. Children learn how to keep themselves safe. For example, a police community support officer recently spoke to them about road safety and the importance of staying together when out walking. Children also participate in routine emergency evacuation drills.

## 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	1

### 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	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