

Active Learning Chiswick Nursery

Quintin Hogg Memorial Ground, Hartington Road, LONDON, W4 3AN

Inspection date

Previous inspection date

25/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- There is a stimulating, well-resourced and welcoming environment, both indoors and outdoors, to support children's all-round development and emotional well-being. A range of experiences are provided that develop children's growing independence and cooperation.
- Staff are responsive to children's needs and know them well. This helps children form secure attachments and promotes their well-being and independence.
- There are effective systems for performance management. Detailed inductions are in place for new staff and the management team provides effective support and ongoing training opportunities for all staff.

It is not yet good because

- The deployment of staff is not effective and they are not always clear on their roles and responsibilities. As a result they are not always prompt in meeting the needs of the children.
- Parents do not always feel they are encouraged to support and share information about their children's learning and development at home or to contribute to planning for their child.
- The quality of information gained from parents regarding children's home language is variable. Therefore when some children start staff do not know key words in their home language to support them to feel welcome and to settle.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- Inspector explained the inspection process and discussed inspection programme.
- Inspector undertook observations of children in playrooms both for under and over twos.
- Inspector met with management to sample documentation and discuss how the nursery safeguards and protects children and the systems in place to do this.
- Inspector gained parents comments by speaking to those who arrived to drop off and pick up their children.
- Inspector gave final feedback.

Inspector

Maria Conroy/Deborah Orchard

Full Report

Information about the setting

Active Learning Chiswick Nursery registered in 2012 and is run by a private provider. The nursery operates from a converted sports building in memorial sports ground in Chiswick, in the London Borough of Hounslow. The nursery provision uses seven play rooms, which are organised to meet the ages and stages of the children that attend. Children have access to a secure outdoor play area and an additional wooded area. There is a staircase

and a lift installed to access the first floor of the premises.

The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register. They currently have 35 children on roll. The nursery provides support for children who are learning to speak English as an additional language.

There are a total of nine staff employed to work with the children. Of these, one has Qualified Teacher Status and five hold a National Vocational Qualification at Level 3 or the equivalent thereof. In addition the nursery uses bank staff to cover staff absence.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the deployment of staff to provide consistency in the care provided to children throughout the day, ensuring that staff are aware of their roles and responsibilities particularly when changes occur to the routine, such as meal times

To further improve the quality of the early years provision the provider should:

- enhance the systems to engage parents by: encouraging them to contribute to the planning of their child's development; asking them to contribute to resources to reflect their family lives which can be incorporate into role play areas within the nursery; and gaining key words in the home languages of children who speak English as an additional language.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Interaction between staff and children is positive and, as a result, provides a supportive environment that motivates children to explore and investigate. The staff provide suitable opportunities for children to gain key skills they need in order to move onto their next stage of learning. Staff promote children's personal, social and emotional development. They cuddle babies to reassure and settle them and make sure their comforter is available. Children have some opportunity to gain independence skills. Babies lift their leg up to enable staff to take off their shoes and staff assist children to pour their water from the jug at lunch time.

Staff provide ongoing commentary about what they are doing, which encourages children to extend their vocabulary and understand the meaning of words. Children enjoy listening to familiar stories and singing songs. Children take part in activities to support their physical skills. They hold brushes as they paint, use a rake in sand to make patterns and use pencils to practise writing their name.

Children enjoy expressing themselves through various means, for example, they paint using fingers, hands and brushes. They enjoy listening to music and moving their bodies to the sounds they hear. Very young children are provided with large sheets of paper on the floor enabling them to create and make marks. They are learning basic mathematics skills as they arrange bricks in a cart. They work out how to position them to make them fit in. They use different sized containers to tip and pour in the water tray and work out that the more water they add to the water wheel the faster it goes. Children demonstrate the characteristics of effective learning. They are actively engaged in activities that enable them to play with their friends. They are involved in their play and concentrate as they make links, for example, that by pouring the water they make the wheel turn.

Children are developing their understanding of the world. Staff read stories relating to the beach which helps to remind children of visits to real places. Children are learning to use battery operated, programmable toys, which helps to develop their understanding of technology. The youngest children enjoy water play, they concentrate as they attempt to hold onto water, they clutch their fists trying hard not to let go.

Parents complete a 'getting to know me' format, which enables staff to understand their child's developmental starting points and routines. Parents are generally encouraged to share information about their child's learning and experiences at home. However staff are not consistent in gaining important information before children start to support them to settle in. For example they do not always learn key words in children's home languages. In addition there are limited items within the nursery environment to reflect different family cultures and backgrounds. Staff inform parents about their child's day and how they have been. The nursery has begun to email parents with a newsletter so they know what activities their children will take part in the week ahead.

There are procedures in place to enable parents to contribute to the planning for their child's development. However they are not always consistently promoted throughout the nursery, as a result some parents feel less involved. Overall parents comment that they like the environment, the resources and they feel the staff are caring towards their child and meet their needs. Some parents comment they do not always get enough information about their child's individual development, or have sufficient opportunities to contribute to planning.

The contribution of the early years provision to the well-being of children

Children feel safe and secure and have begun to form positive relationships with staff. As a result, they confidently explore the attractive learning environment around them. Very young children indicate their needs by crying when tired or uncomfortable and smiling when happy. Children are learning to stay safe by being encouraged to sit on their chairs properly and they hold onto fixed play equipment outside as the staff move them back and forth.

Children have access to a well-resourced environment and a good range of play experiences. This enables their learning and development to be suitably supported. Resources both indoors and outdoors are attractively presented and are mostly at low level, inviting children to explore and investigate. There are comfortable spaces for children to rest during sleep time and to sit during meal times. Children's physical development is suitably promoted. They enjoy regular outdoor play experiences; they push buggies, maneuver cars around cones and dig in the sand, concentrating as they make sand castles.

Children are learning suitable hygiene procedures. They wash their hands when they come in from the garden and before they have their meals. They also remove their outdoor shoes independently as they come in from the garden area. Children enjoy a balanced healthy diet. They sit down with their friends and take part in sociable mealtimes. There are suitable systems in place to ensure staff meet the children's dietary needs.

Children generally behave well, they are beginning to form attachments to the staff and happily engage with them. The nursery displays children's art work and there is lots of photos of them displayed around the building engaging in a range of activities. This helps promote their self esteem and confidence. Children are beginning to make independent choices about the resources they explore from the wide range available. This progression towards independent learning helps to prepare them for school. Staff have begun the process of completing two year old checks and use them to support the transition of children from one room to another.

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

The organisation of the leadership and management of this new nursery is suitable. There are sound systems in place for staff to receive regular supervision and annual appraisals. This helps to identify their professional development and areas where they need further support. The nursery provides internal training for staff to update their knowledge of the reviewed legal framework. Staff who are new have an induction which gives them the key information to support their practice, including health and safety and child protection. Nursery rooms have recently been reorganised, due to the increase in numbers of children attending. As a result, staff are in the early stages of getting to know each other and working as a team. The deployment of staff is not always fully effective and the children's needs are not met consistently well. For example, staff are not clear on their roles and responsibilities during changes in the daily routine such as before and during lunch time.

Staff have a suitable understanding of safeguarding issues. They demonstrate clearly the steps they would take if they have any concerns. The nursery issues all staff with a laminated card which contains details of the local area safeguarding officer and the staff within the company who have responsibility for this area. Appropriate procedures are in place protect children. For example, there is a restriction on the use of mobile phones and cameras within the nursery for both staff and parents. Areas used by the children undergo a risk assessment and preventative measures are put in place in order that children have a

safe and suitable environment to play and learn.

The processes of observation and planning are in their infancy and staff have only recently begun to implement them. However, staff demonstrate verbally that they know children well, including their likes and interests. They use this information to support children in all areas of their learning by providing a range of activities that link to their individual needs. Observations show that children are making suitable progress in their learning. A number of the children are new to the nursery and the main focus has been to ensure that they settle in and begin to build relationships.

The nursery is in their early stages of operation and has begun the process of self-evaluation. They have identified areas for further development and continue to work on these as the number of children and staff grows. For example, they have recently split the original group of children they began with into their designated nursery rooms. This enables staff to provide more focused activities and equipment for specific age groups. There is some opportunity to seek parent's views through the means of the suggestion sheets on the parent's notice board and through daily verbal contact. The nursery is aware of their responsibilities to work in partnerships with other professionals in order to support children in their care.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement |

| | | |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
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| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement |

is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--|
| Unique reference number | EY445287 |
| Local authority | Hounslow |
| Inspection number | 785349 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 87 |
| Number of children on roll | 35 |
| Name of provider | Active Learning Childcare (Guernsey) Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 0203 1674994 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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