

Whitton Day Nursery

Willowdene Close, Whitton, Twickenham, Middlesex, TW2 7BD

Inspection date

Previous inspection date

08/10/2012

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	2
The contribution of the early years provision to the well-being of children	2
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

- Children are happy, settled and build positive relationships. They develop emotional security and show fondness for their carers.
- Children become independent learners, gaining confidence in making decisions and developing their self-care routines.
- The staff establish good relationships with parents, keeping them well informed about their child's progress and welcoming their comments and suggestions.

It is not yet good because

- Leaders and managers do not have a good enough knowledge of all the nursery's policies and procedures to ensure they are implemented consistently
- There is not a secure enough system in place for performance management of all staff, including the manager to ensure relevant information on the children is shared
- Large group times planned by staff do not take into full consideration the needs of some groups of children

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent the morning session observing the two to five-year-old group as they played and then observed the baby room over lunch time and early afternoon.
- The inspector sampled children's information and development records.
- The inspector had discussions with the provider/manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the nursery with a sample of parents
- The inspector carried out a short joint observation with the manager.

Inspector

Jennifer Devine

Full Report

Information about the setting

Whitton Day Nursery re-registered in 2011 and is privately owned. It operates from purpose built premises in Whitton in the London Borough of Richmond-upon-Thames. The nursery is open each weekday from 8am to 6pm, all year round, excluding bank holidays. All children share access to a secure enclosed outdoor play area. There are currently 48 children aged from six months to the end of the early years age group on roll. The setting receives funding for the provision of free early education to children aged three and four

years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 13 members of staff, of these 12 staff hold appropriate early years qualifications and one member of staff is working towards a qualification. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- put into place appropriate arrangements for the supervision of staff who have contact with children and families. Ensure this fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

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

- ensure policies and procedures are known and understood by all staff and implemented consistently
- enhance children's personal, social and emotional development by ensuring there is time planned for children, particularly aged between 22 to 36 months to be with their key person in their key groups; and help them concentrate by limiting noise; and making spaces visually calm and orderly

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and know how children learn and develop. The learning environment offers children a broad range of activities across all the areas of learning both in and out doors. Children's independence skills are fostered well; they enjoy helping to prepare fruit for snack time and making the choices about when they would like to eat their snacks. Babies' independence is equally supported as they learn to feed themselves holding their spoons confidently and communicate by gestures to their key person if they want more.

Staff provide an environment rich in activities to support children's communication and language. Pre-school children particularly enjoy group times where they sit together and talk about their weekends and join in excitedly with their good morning songs. Most staff

support these group times well and use open-ended questioning to make children think. However these group times are not suitable for the toddler age as they are not ready to sit for longer periods of time and as a result they move away and wander around the room. Staff in the baby room provide a calm environment where they plan lots of singing times and individual special times for the babies which supports their very early communication skills well. Staff provide a range of books to enable the babies to handle and encourage their responses to pictures, this is a particular interest for this age group. They also have great fun exploring different textures of dried foods as they play together in the home corner pouring and filling containers and mixing up with their hands.

Pre-school children spend time in the pre-school area and enjoy some intricate activities requiring precise skills such as making shape pictures using small pegs and hammers. They show great interest and are intrigued when the staff introduce magnets and they become deep in conversation about how these work, testing the magnets around the pre-school area. Children enjoy playing in the garden and make choices during the day about playing outside as this is incorporated into the routine enabling children free-flow play. Children enjoy the walk-in sand pit where they spend time digging, filling up containers and transferring sand.

Staff observe children's starting points and plan activities which provide interest and challenge. They compile accurate and individualised records of children's achievements, which are shared with parents to keep them informed. Children who speak English as an additional language are supported generally well as staff obtain some key words to help children settle. There are also effective systems to support children with special educational needs and/or disabilities. Staff work effectively in partnership with other agencies. This supports them in being able to identify and support targeted individual plans for children.

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

Children are happy, settled and enjoy their time at nursery. They are well cared for in a nurturing and supportive environment. Children's emotional needs are well supported and they form close bonds and secure attachments with all staff at the nursery, including their key worker. All children are treated with kindness and respect and receive cuddles and reassurance from the staff as required.

Care practices are overall good and children learn about keeping themselves safe and are developing a strong sense of independence. They confidently help themselves to equipment and interact well with staff, asking for help or support if required. Children know why they need to wash their hands before eating, saying 'it get's rid of all the germs'. Children have great fun as they sit together for afternoon snack where they enjoy a cup of tea and a cake. Staff use this time imaginatively to bring in mathematical concepts by asking children to count how cups they need and when one more child joins the group. The nursery operates a four weekly menu rota and children are provided with healthy and nutritious home cooked foods which are freshly prepared by the cook. Individual dietary requirements are well catered for.

Children behave well and their confidence and self-esteem is well promoted. They receive warm praise from the staff in recognition of their achievements and staff deal with any minor issues sensitively and calmly. Children make friends with one another and enjoy spending time with their peers. They are encouraged to share, be kind and show respect for one another.

The nursery is well resourced and has ample space for children to move around in safety and fully explore the activities. Children's safety and well-being is given high priority. Staff conduct daily checks on the premises and effective risk assessments procedures are in place. Staff are well deployed, which helps to ensure that children are supervised and kept safe. Children learn to take risks in a safe environment and understand the rules at nursery such as taking care and walking when indoors.

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

The manager has some strategies in place for monitoring the nursery provision and uses the Local Authority quality assurance visits as a self-evaluation tool enabling her to identify where improvements to the nursery are needed. Currently there is a very informal process in place for the supervision of staff to look at their training needs. However this is not effective enough and does not encourage the registered provider and/or manager and supervisee to discuss confidential and sensitive issues such as staff performance. There are also ineffective communication systems in place between the registered provider and manager resulting in some information not being shared. All of the legally required documents, policies and procedures are in place however the registered provider is unsure of some of the content of the policies relating to staffing. This results in procedures not being accurately followed.

The manager does have a good overview of the Early Years Foundation Stage learning and development requirements and works directly in the rooms where she presents as a good role model in her teaching style. This has a positive impact on the staff team who work well together and develop effective ideas for their planning and implementation of the curriculum.

The nursery has a clear procedure for safeguarding children and supporting their welfare. Staff understand their role in child protection and know what to do if they have concerns about a child's well-being. Robust recruitment procedures are in place which ensures all adults have suitability checks completed. There are secure arrangements in place to ensure staff who are not cleared are not left unsupervised. There are satisfactory security arrangements in place at the entrance where there is a security push button lock enabling parents to gain entry. All visitors are required to show their identification and sign the visitors' book.

Relationships with parents and carers are secure. Staff in the baby room provide parents with a daily diary which provides vital information on their child's routine and day. Staff in

the two to five-year-old room provide an overview of the day's activities on a display board and all staff also have regular exchange of information verbally. Parents are invited to attend six monthly meetings to discuss the progress their children have made giving them the opportunity to share their child's developmental records. Parents speak positively about the service, comments indicate they know their children are happy and that staff are friendly and approachable.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 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	EY425249
Local authority	Richmond upon Thames
Inspection number	885820
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	41
Number of children on roll	48
Name of provider	Whitton Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	0208 893 3073

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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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