

Harvard Park Day Nursery

3 Wilton Parade, Feltham High Street, Feltham, Middlesex, TW13 4BU

Inspection date	11/02/2013
Previous inspection date	21/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2

The quality and standards of the early years provision

This provision is good

- Children share supportive, caring and affectionate relationships with staff that result in children feeling safe, secure and builds their self-esteem and confidence.
- The nursery environment is well equipped with a good range of resources, and stimulating well planned activities that encourage children's learning and development.
- There is a clear management structure in place, which supports staff and results in a happy atmosphere.
- Parents feel welcome in the nursery and involved in their children's learning as a result of good relationship with staff and effective sharing of information.

It is not yet outstanding because

- Arrangements for younger children's toileting do not fully encourage their independence or provide age appropriate levels of privacy.
- The arrangements for children to move freely between indoors and outdoors is not constantly reviewed to monitor how the indoor temperature is affected and minimise any disruption to children's play inside

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

- The inspector spent the inspection time observing all age groups of children in various rooms in the nursery and in the outdoor area.
- The inspector sampled children's information and development records
- The inspector shared discussion with staff and the joint proprietors a joint observation took place with one of the proprietors
- Parents views were gathered through discussion with four parents
- Safeguarding was discussed with staff, the proprietor and the nursery's policy sampled

Inspector

Jane Nelson

Full Report

Information about the setting

Harvard Park Day Nursery registered in 2008 and operates from a purpose built, ground floor premises, situated in Feltham, within the London Borough of Hounslow. The nursery is located near local transport links, parks and shops. It is owned and operated by two joint proprietor's who also manage the nursery.

The nursery is registered on the Early Years Register and provides care for a maximum of

52 children in the early years age range . The nursery is open Monday to Friday from 8am to 6pm for 52 weeks a year, excluding bank holidays. All children share access to a secure enclosed outdoor play area. There are currently 103 children aged from three months to five years on roll. The nursery receives 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 and children who are learning English as an additional language. The nursery employs a team of 22 staff, plus the deputy and two managers. Of these, 21 staff, and the managers, and deputy hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- when planning opportunities for children to move freely between indoors and outdoors, be aware of this process not interrupting children's play and monitor weather conditions to make sure the indoor environment remains comfortable for children choosing to play inside.
- support children's growing independence as they do things for themselves by enabling younger children to look after themselves, for example, by promoting their independence with toilet visits and hand washing and providing age appropriate levels of privacy.

Inspection judgements

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

The nursery has a welcoming atmosphere and is a bright, stimulating and interesting environment where children are busy, happy and enjoy their play and learning. Children share affection and form good bonds with staff, who interact with children well joining in their play and sharing discussion. Staff use their observations and knowledge of children's individual stages and needs to plan and provide an interesting range of activities and learning experiences. This results in children making good progress, in their learning and development, given their starting points.

Children are acquiring a good range of skills that will support them in the next stage of their learning and at times of transition such as progressing to another room in the nursery, or when they move onto school. For example, children's confidence and independence is supported well by the good range of resources being accessible to

encourage them to help themselves, initiate their own play and make choices. Effective use is made of conversation and discussion at lunchtime, which is used as a sociable time when older children help to serve themselves and clear their plates away as they finish. These daily routines help prepare children for practices they will experience at school.

Staff encourage children's interest in linking sounds to letters and early writing skills well, through activities that excite children and encourage their learning. For example, a member of staff recording children's attendance in the register, explains what she is doing to children sitting near her. They excitedly copy the member of staff and rush to the writing area returning with a notebook and pen. The member of staff reads children's names out asking who of their friends is here. Children respond by guessing or looking round to see who is here. They watch and copy the member of staff marking 'O' and '/' in their notebooks in careful formation and recognisable format. The member of staff then reads the name of a child who is absent and explains this means that they may be ill or just not have come to nursery that day. This activity and conversation about other children and writing in the register engages children and continues for some time. It results in children taking great pride in their achievement of sounding out the letter 'a', recording this in their register, proudly sharing the marks they have made.

Children use and develop their small and large physical skills continually in their play and activities. Younger children move around using large physical movements, during running and riding activities in the outdoor area. They use utensils requiring coordination, such as cutters and rolling pins with play dough or manipulate chunky paintbrushes with developing confidence. Older children 'write' and use pens and crayons confidently. They have great fun folding their limbs and fitting their bodies into cardboard boxes that they use imaginatively for a wide range of purposes, such as 'travelling to Spain', or going 'shopping'. Children have regular opportunity to go outside when the doors between the indoor and out door environment are open, enabling them to make choices and move between the two environments. However, staff do not routinely review the arrangements for these sessions. For example, on occasion the doors being open draws children's attention away from an activity they are engaged in, and reduces the indoor temperature and comfort for some children who choose to remain inside on a cold day.

Children show increasing confidence, and developing independence in self care routines. Older children confidently put their coats and hats on to play outside. Younger children need help from staff when dressing themselves for outdoor play and during hand washing routines. They show awareness of what a potty or toilets are used for and are acquiring the skill of getting there in time. However, arrangements for younger children's toileting do not fully encourage their independence and provide age appropriate levels of privacy.

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

Children demonstrate they feel happy, secure and safe in the nursery and with staff. They enjoy socialising, interacting and using their imagination with their friends, exploring and using the good learning environment the nursery provides. Older children demonstrate they feel very secure with staff. They share giggles and laughter as they make up their

own words to familiar songs while clearing away their plates after lunch. Children stop to give an impromptu 'big hug' to a member of staff when returning to their seat at the lunch table. Babies gain reassurance from the close and familiar physical presence of staff, who sit with them on the floor as they play and investigate. Toddlers are developing their communication skills. They vocalise, repeat words and recognise picture signs to help their communication in the environment pointing and repeating the words 'good listening'. This helps children to become good learners and encourages their well-being.

Children behave well as they are busy and interested in their play. They are familiar with the nursery routine, recognise what is expected of them and generally know how to behave safely as they move around and play. Staff know the children well and generally predict and anticipate when certain behaviour may occur. Photographs of children are creatively displayed throughout the nursery encouraging children's sense of self and belonging. Family books used in the baby room reinforce the good links between home and the nursery. Staff value achievements and use praise to encourage children's positive self-esteem.

Children gain an awareness of their own health and hygiene through the nursery's daily practices. They enjoy a balanced diet and hungrily eat their lunch after a busy morning. Toddlers show excellent coordination when mastering the skill of feeding themselves at lunchtime. They accurately achieve the hand to mouth movement independently, cleanly and swiftly clearing their plate. Children expend energy, and gain awareness of the elements during regular outdoor play, they are well wrapped up against the cold and enjoy the feeling of light drizzle on their faces as they run around outside for short periods. This encourages children's enjoyment of physical movement, exercise and being outside.

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

The nursery has a clear management structure in place comprising of the two proprietor/manager's and a deputy. This structure provides support to staff, some in house training and monitors the implementation of the welfare and educational programs in the nursery. Staff are generally well deployed to meet children's needs and their positive interaction with children and happy atmosphere reflects they enjoy their work.

The management and staff understand their responsibilities relating to safeguarding and are aware of the procedures to follow if concerns arise about children's welfare. Appropriate recruitment procedures are implemented to establish staff's suitability to work with children. Staff supervise children closely and move with them as they play and move around the inside and outdoor play areas. Risk assessments are used to identify and minimise any potential hazards in the premises and on outings. There are secure systems to ensure that children are only collected by adults authorised to do so. The managers maintain the required records and documentation and are aware of the requirements they need to meet. For example, they have a good understanding of the need to inform Ofsted of significant events.

Effective systems are in place to monitor, record and track children's development. Staff use their observations and knowledge of individual children to plan activities and experiences that support children's development, help them progress and identify where children may need support. The nursery is in the early stages of implementing the newly required two-year developmental check. Staff are using their existing developmental records and knowledge of children to contribute to this. The nursery works well with other professionals involved in children's care and other settings such as local schools they attend part time, sharing information, providing continuity and support where needed to help children progress. The nursery uses strategies such as 'Every child a Talker' and 'Picture Communication' effectively to support children's communication and language development.

The nursery provides a good selection of varied resources, play materials, and furniture enabling children to play eat and rest comfortably and safely. Effective use is made of other materials such as cardboard boxes that children can use imaginatively for different purposes. Space in the nursery is well organised with cosy spaces where children can play and make dens in canopied areas, and sit comfortably to look at books. Regular staff meetings, individual staff supervision and appraisals are used to identify staff training needs and support their development. Good use is made of external resources such as training and regular and specialist support from local authority to support ongoing development.

Self-evaluation is used effectively to reflect on practice and identify most areas where development is best targeted and which equipment would benefit the children and support their development. The nursery uses the local authority 'Time for Reflection' documents to focus this. Parents views are sought through questionnaires and their suggestions implemented where possible. For example, managers state following suggestions from parents they have provided more information in the foyer area and reviewed the teatime menus. Good relationships are built with parents; resulting in parents feeling reassured that their children are happy. Parents praise the nursery, referring to the progress they can see in children, particularly their language development. Parents are involved in their children's learning through daily exchanges of information with staff. Suggestions are included in the nursery newsletter of activities parents can do at home to continue children's learning, such as, looking for numbers in the environment and counting activities.

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	EY369658
Local authority	Hounslow
Inspection number	786598
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	103
Name of provider	Harvard Park Day Nursery Ltd
Date of previous inspection	21/04/2009

Telephone number

0208 890 3715

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

