

# London Road Nursery

Patidar House, 22 London Road, Wembley, Middlesex, HA9 7EX

## Inspection date

27/02/2013

Previous inspection date

19/05/2011

## 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

- Staff give high priority to children's safety. As a result, children are able to play and work feeling safe and secure.
- Staff have formed good relationships with children who are confident, happy and are eager to express themselves.
- Children's development is promoted effectively and the environment is set up to support their interests and abilities. Consequently, children make good progress in their learning.
- The nursery has effective systems to promote good partnership working with parents, carers and others. This has positive outcomes for all children.

### It is not yet outstanding because

- Staff occasionally miss opportunities to model correct grammar and extend children's language skills during some activities, to fully promote their communication and language development.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interactions, both indoors and outdoors.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with some staff within the nursery and parents, and held discussions with the management team.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- Safeguarding and child protection issues were discussed with the staff and management team and the policy was reviewed.

## Inspector

Victoria Vasiliadis

## Full Report

### Information about the setting

London Road Nursery registered in 2004 and is run by a private provider. The nursery operates from the basement of a community centre in Wembley in the Borough of Brent. There is lift access to the nursery. Children have access to a large main hall, which is

partitioned according to children's ages. There is a secure outdoor play area.

The nursery is open each weekday from 8am to 6pm all year round except Christmas and bank holidays. The nursery has 49 children on roll within the early years age range. The nursery provides funded early education for children aged two, three and four years.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Staff support a number of children with special educational needs and / or disabilities and children who are learning English as an additional language.

The nursery employs 14 members of staff, all of whom hold appropriate early years qualifications. There are three staff working towards higher qualifications and one member of staff has Early Years Professional Status.

### **What the setting needs to do to improve further**

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

- strengthen children's communication and language skills by enabling them to participate in meaningful speaking and listening activities, where staff model correct grammar when talking to them.

### **Inspection judgements**

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

Staff provide children with an educational programme which offers them exciting, interesting and challenging activities that are suited to their needs. The systems for identifying children's starting points and abilities are good and parents complete comprehensive 'all about me' forms. Observation and assessment is effective and linked to planning, which is flexible and responds to children's individual interests and capabilities. As a result, all children make good progress in their learning and development. Staff share information about children's progress with parents and they encourage them to access their child's individual learning profiles. This helps to ensure that parents have up to date information about their child's progress.

Children are keen to learn and show great curiosity. For example, they thoroughly enjoy exploring the sand and watch with fascination as it trickles through their fingers. Staff

pose open-ended questions and allow children time to think and respond well overall. For example, they talk to children about the different types of animals they see when completing puzzles. However, occasionally they miss opportunities to further extend their interactions with children and model correct grammar to further enhance children's language development. Staff respond appropriately to babies' expressions, gestures and babbles. They talk to babies about what they can see and hear and effectively help them begin to match words to actions. For example, they encourage them to wave goodbye to visitors while also linking the word with the action. This helps to promote children's communication and language skills. Children enjoy looking at books on their own and in groups. They bring books to staff to read and sit comfortably with them as they look through books together. Staff promote babies' interests in books, as they look at picture books together and develop their early reading skills. Older children take great delight in sounding out the letters of their names for visitors. Children have good opportunities to practise their early writing skills. They make marks in the sand and use different materials such as, paints and crayons to express themselves. Staff support children to recognise their own names as children's pegs and cups display their names and photographs. This helps to promote children's literacy skills.

Staff work well with parents to help ensure that children learning English as an additional language are well supported. Parents are encouraged to share information about home languages with staff and key words. Children have good opportunities to see different language scripts in their environment. There are posters that represent greetings in a variety of languages used within the nursery and community. Many of the staff are multilingual and are able to talk to children in their home languages, along with English. This helps children to feel included and valued and promotes their communication and language skills. Older children are confident talkers and take great delight in talking to visitors. They are keen to introduce themselves and to talk about their likes. Children say that they like to play with their friends, to paint and draw while at nursery. Staff take their lead from the children, including those with special educational needs, and respond well to their interests. For example, when children show an interest in a visitor's laptop, staff direct them to the nursery computer. Children competently turn on the monitor and computer demonstrating good skills in operating programmable equipment. They navigate their way through the different software programs and take great pleasure in trying to match colours and shapes to enhance their mathematical development.

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

Children are provided with a challenging environment that supports and extends their all-round development. They are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children learn the procedures to follow in the event of an emergency, as drills take place frequently. Children and babies feel safe, as they have formed close and secure relationships with their carers, who are kind, caring and responsive to their needs. Babies demonstrate through their body language and gestures that they are happy, safe and secure. For example, babies sit close to staff when unfamiliar adults are present. Children receive lots of positive praise and

encouragement, which supports their confidence and self-esteem. For example, children proudly show off their stickers for good behaviour. Staff act as positive role models for children, and they manage children's behaviour in a calm and appropriate manner. For example, when children squabble over toys the staff intervene sensitively reminding children to be kind to one another. Children's independence skills are effectively promoted as the environment is well organised. For example, children's pegs are at low-level so that they can hang up their coats and other belongings independently. Consequently, children acquire the skills they need for the next stage in their learning.

Staff use appropriate methods to maintain good hygiene standards. For example, they wear aprons when changing nappies and wipe down tables with anti-bacterial solution before meals. The nursery holds a 'five gold stars' hygiene rating from their local authority environmental health department. Children learn the importance of following routines that support their understanding of self-care and their physical development. Older children learn about food that is good for them and enjoy serving their own lunches and snacks, for example, as they use tongs to serve noodles. Children routinely access the outdoor area, indoor dance studios and go for regular walks. In addition, they take part in stretching exercise while they are inside. The nursery has recently completed a health project, which included supporting parents to access dental care for their children. Children received toothbrushes for home, in order to improve their oral hygiene. Consequently, children begin to develop a good understanding of healthy lifestyles.

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

The management team has a clear understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage framework. They work well together to monitor the educational programme. For example, they recently arranged for all staff to have in-house training on the learning and development requirements. This helps to ensure that staff remain updated. There are successful processes to evaluate quality and identify improvement. The management team has devised an action plan for development. For example, their aim is to promote free-flow play for children between the inside and outside areas. In addition, they work closely with their local authority advisors and take on board any suggestions to improve practice. The management team obtain the views of parents and carers. Parents are able to make comments verbally at collection and drop of times and can drop comments into the suggestion box. The management team recognises the importance of continuous professional development. For example, staff are supported to develop their professional qualifications to enhance their skills and knowledge further. Since the previous inspection, the management team and staff have addressed most of the recommendations effectively. This has improved children's routines at lunchtime. They continue to work on the garden and plans are in place for the development of this area to enhance children's outdoor experiences.

The management team are fully aware of, and meet the safeguarding and welfare

requirements of the Early Years Foundation Stage framework. They promote the safety of children through the effective risk assessment procedures in place. Staff are well deployed, which helps to ensure that children are supervised and kept safe. Staff monitor visitors to the premises and any individuals who are not vetted do not have unsupervised access to children. All staff are subject to an induction process. During this time, they must familiarise themselves with the policies and procedures, particularly in respect of behaviour management and safeguarding children. The management team effectively supports staff and each new member of staff has a mentor. Robust recruitment procedures help to ensure that adults caring for children are suitable to do so. Staff have a clear understanding of safeguarding issues and the reporting procedures to follow. The management team understand the correct procedures to follow in the event of an allegation of harm to a child. In addition, there are written policies and procedures in place to support practice. As a result, children are safe and their welfare is well promoted.

Staff follow good systems to promote partnership working with parents and carers. There are informative notice boards in place, which provide parents with a good range of useful information. For example, this information includes policies and procedures, planning documents and the Early Years Foundation Stage framework. All parents have opportunities to meet with staff to discuss their children's achievements and progress. Each child has their own personal developmental record, which charts their progress and achievements. Comments from parents are positive about the care and education that their children receive. The staff help to prepare children well for the change from nursery to school. They talk to children about moving on to school and read stories to them to help them understand what to expect. Staff work well with teachers from the local schools who attend the nursery to meet the children. Staff complete written transitional documents when the children leave their care. As a result, children prepare well for the transition to school. Staff also work well with a range of professionals to ensure that children, including those with special educational needs, are making as much progress as possible.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY296305
<b>Local authority</b>	Brent
<b>Inspection number</b>	906209
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	59
<b>Number of children on roll</b>	49

<b>Name of provider</b>	Federation of Patidar Associations
<b>Date of previous inspection</b>	19/05/2011
<b>Telephone number</b>	0208 975 1648

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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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