

Hounslow Day Nursery

20 Montague Road, Hounslow, Middlesex, TW3 1LD

Inspection date	05/03/2013
Previous inspection date	31/01/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Resources are used imaginatively and are extremely well organised.
- Adults skilfully engage children in thought provoking conversations promoting further development and learning.
- Children acquire excellent skills and behave extremely well which successfully prepares them for the next stage in their lives.
- Children lead healthy life styles while in this nursery, because they have healthy foods, fresh air and exercise and because the staff team creates an environment in which children are happy and sociable.
- The management is effective in exploring innovative ways to engage staff in decision making and support them in their professional training. Strong parent partnerships contribute to improving the provision.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 at play indoors and outdoors, during meals and rest times, in adult-led and child-initiated play.
- The inspector carried out joint observations with the manager.
- The inspector interviewed the manager and talked with staff and children.
- The inspector looked at a selection of documents.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

Hounslow Day Nursery opened in 1999 and registered with Ofsted in 2001. It is run by the Asquith Day Nurseries chain and operates from four rooms in a converted building. It is situated in Hounslow, in the London Borough of Hounslow. The nursery is open each weekday from 7.30am to 6.30pm, 51 weeks of the year. All children access a secure enclosed outdoor area. There are currently 129 children aged from three months to five years on roll, attending a variety of sessions. The nursery is funded to provide free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs 35 staff most of whom have relevant level 2 and level 3 qualifications. The acting manager is a graduate and several staff are currently studying to upgrade their early years qualification. The nursery is registered on the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- consider further developing activities and resources for mixing colours, joining things together and combining materials, showing children how to do this, when appropriate.

Inspection judgements

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

The nursery staff make excellent use of the light and spacious playrooms with direct access to an enclosed outdoor play space. Children are engaged in innovative and stimulating activities, as they enjoy the company of their friends. They have the freedom to initiate their own games and explore materials as well as participate in adult-led sessions. Children are grouped in large and small groups as they listen to stories, practise nursery songs and use numbers for the purpose of counting objects. As a result, all the children, including children who learn English as an additional language, make very good and sometimes outstanding progress from their starting points.

Children learn the sounds and names of letters of the alphabet and begin to read their names. They read their own and their friends' names and begin to link letters to other words such as animal names. Children learn to read numbers and confidently count objects to 10 and beyond in a variety of contexts, being accurate in doing so. Children initiate games in which they explore measurement and learn about shapes. This means

that children have a very good base for developing literacy and mathematical skills so they are very well prepared for the next stage in their life, the school.

Children are interested to learn about space exploration. They want to know about the earth and they know the names of their favourite planets. Adults nurture children's interests and organise exciting play environments reflecting their curiosity. Children point out planets on a large wall poster and in books about our solar system. They enact 'moon landings' as they manoeuvre miniature space craft and astronauts among black stained grains of rice which simulate moon rocks.

Young children learn about colour and texture as they use sticky paint and glitter, creating their own pictures. Older children learn about mixing colours and develop intricate drawing skills. For example, one child makes recognisable drawings of bumble bees and butterflies which she then colours in with precision. Children's skills are extremely well developed so they accomplish real pictures.

Adults make perceptive observations about children's various learning styles and learning and development needs. Using this information, all adults plan play experiences which interest children so that learning is extremely enjoyable and effective. Each child in the nursery is assigned to a key person who closely monitors the child's achievements and plans carefully for next steps in learning. As a result, all children make consistent progress towards the early learning goals.

Parents participate fully in their children's learning owing to strong partnerships. The nursery staff organise home-nursery activity bags and books which parents take home to continue activities with their children. Such continuity in learning contributes to children's high achievements. Children's key persons meet regularly both formally and informally with all the parents to discuss children's needs and to work together towards children's progress.

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

The nursery staff offer a most effective settling in programme for new children, during which families meet their key person and establish mutually trusting relationships with them. Children form secure attachments with their key person, which makes them feel secure and settled. Key persons guide parents in ways of spending quality time with their children and engage them successfully in activities.

Staff have well-established and clear routines, so children know what is expected of them at all times. Adults model friendly and respectful relationships and as a result, children are kind towards one another and play extremely well together. Children learn about each other's cultures and languages, singing songs in Urdu and Hindi with the nursery staff. The nursery exudes an atmosphere of friendship and collegiality which has a positive effect on children and visitors.

Children have a healthy life style while attending this nursery. They enjoy fresh air and

physical exercise daily, eating healthy snacks. Children thoroughly enjoy making use of a wide range of equipment and resources in the large outdoor space. They ride bikes competently, balance on large structures and play with balls, learning new skills. Adults support children to take risks and to try out climbing frames with some degree of challenge. This enables children to learn about keeping safe and becoming confident in using their bodies.

The nursery environment offers children spaces to relax and be comfortable as well as be active and explorative. Resources and tools are extremely well organised, which enables children to be highly independent and confident in their play and learning. This prepares them extremely well for the next stage in their lives in school.

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

The manager closely monitors all educational programmes to ensure children's wellbeing and progress in learning. She uses effective managerial systems to support room leaders and staff as they plan activities and experiences for children's all round development. These systems include supporting staff in making detailed observations of children's interests and learning needs. Staff regularly compare children's attainments against national guidance documents so they can identify early if children have any additional needs. The nursery has developed very strong partnerships with health professionals who advise and support staff in effectively responding to children with additional needs.

The manager and staff make children's safety their priority. There are rigorous recruitment systems to ensure all adults are suitable to work with children. Staff have secure knowledge of child protection issues with use made of on-line training and testing to make sure staff understand their roles and responsibilities. They undertake regular checks of the environment, minimising risks of accidents, and maintaining appropriate records as necessary. The manager and staff use effective systems to account regularly for all the children in their care. The nursery is dedicated to maintain a high adult/ child ratio to maximise learning opportunities for children and ensure safety. The manager uses rigorous systems to monitor adult child ratio both on nursery premises and on outings. Mobile phones are locked away and staff use the nursery mobile phone while on outings.

The manager takes into account the views of parents and staff as they evaluate the provision and drive worthwhile improvements. For example, at parents' suggestion, the toddler room has now been divided into two parts: one half for walking toddlers and the other for toddler who do not yet walk. The two areas communicate and the children are free and protected to develop at their own pace.

The manager has responded fully to the one recommendation made in the last inspection report and has several plans to develop and improve the provision further. The manager acted rapidly to implement most of the improvement points she has set as part of her development plan. For example, the parents' room is now refurbished and ready to use with information leaflets for parents, comfortable chairs and play resources for siblings.

The manager supports staff who want to develop professionally. Several staff are engaged in further study to upgrade their qualifications. The nursery organises regular in-house professional development training and staff attend training offered by the local authority. The nursery has recently had training on 'displays' and 'circle time'. This new knowledge is effectively used to improve sessions and activities for children.

The manager is present in the life of the nursery and works with the parent organisation to oversee the implementation of all learning and development requirements. She observes sessions with children and offers staff feedback. Such support helps improve the quality of work with the children and contributes to staff self-confidence. The manager offers regular supervision to all staff. Although she is only acting manager at the moment, she has begun to include members of staff in specific duties and decision making. Currently, the manager is further exploring ways to give staff responsibilities, maintaining staff motivation and morale. She engages all staff in the nursery's work, including temporary staff, making sure all understand their responsibilities.

The nursery has developed strong collaborations with outside agencies, such as the local health clinic, the local authority advisers and neighbouring early years settings, which is beneficial to all children.

The Childcare Register

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

The requirements for the voluntary 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 action. 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	EY285402
Local authority	Hounslow
Inspection number	903195
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	97
Number of children on roll	129
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	31/01/2011
Telephone number	020 8570 4409

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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