

# Regent Nursery

459-461 Rayners Lane, Pinner, Middlesex, HA5 5ET

## Inspection date

20/03/2013

Previous inspection date

14/09/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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

- Children have access to a wide range of resources and equipment to support their physical skills, encouraging children to use their bodies in a variety of ways.
- Staff develop partnerships with other professionals and implement individual plans for children with special educational needs to ensure they are supported well.
- Children are helped to understand the importance of a healthy diet through fun activities.

### It is not yet good because

- The systems of monitoring and evaluating practice is not fully effective in identifying and maintaining improvements to benefit the children.
- Opportunities for children to develop their skills in literacy are limited as there are too few resources and activities to support children's reading and writing skills.
- Children's behaviour is not consistently managed, which leads to disruptive behaviour during some parts of the day.

## 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 in all rooms of the nursery, during outdoor play and during breakfast and lunch times.
- The inspector, manager and deputy manager conducted a joint observation.
- The inspector sampled records and documentation relating to safeguarding, recruitment and children's learning and development.
- The inspector spent time speaking to staff and children.
- The inspector held a meeting with the manager and deputy manager of the setting.

## Inspector

Katie Dempster

## Full Report

### Information about the setting

Regent Nursery opened in 2004 and it is part of Regent Group run by RTC Education Limited. The setting operates from a two storey building with five play rooms and it is situated in Rayners Lane in the London Borough of Harrow. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently 29 children aged from 2 to under 5 years on roll. The nursery currently supports children who speak English as an additional language. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery employs six staff, all of whom hold appropriate early years qualifications, including the manager.

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

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

- ensure close monitoring of the provision, that fosters a culture of mutual support, teamwork and systems of continuous improvement to benefit the children
- develop the educational programmes for literacy by increasing opportunities for children to make marks with a range of media and to write for meaning, and by providing a comfortable area for children to explore and read a wide variety of books and other reading material.

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

- use consistently applied strategies of behaviour management that are effective in helping children to gain self-control and understand the effect their behaviour has on others
- create an environment rich in interesting and novel displays that remind children of what they have experienced, including pictures and photographs showing familiar events, objects and activities.

## Inspection judgements

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

Staff use the observations they make of the children well overall, to plan focused activities that are linked to children's individual stage of development and to assess their progress. Key persons know their children well and where they are in their learning. However, staff interaction and the effectiveness of engaging children are not consistent. Staff, on some occasions, support children during play, asking effective questions and encouraging children to recall past events. This means children's communication skills are supported and they have opportunities to develop their vocabulary. However, on other occasions, staff do not engage children as well and the lack of focus leads to disruptive behaviour and limited learning for some children.

Staff provide children with a suitable range of activities and experiences across most of the areas of learning. Therefore, children make sound progress overall in relation to their starting points. However, opportunities for children to develop their literacy skills are limited. The book corner lacks appeal and is poorly resourced. Furthermore, interesting and exciting tools to encourage children to make marks and practise their early writing skills are not sufficiently available.

Children enjoy song time in a small group. They sing songs and enjoy doing the actions, giggling as they take part. Children explore other areas that promote their creative development, for example, through the role play resources, musical instruments and messy play activities. Children learn about the world around them as they enjoy activities linked to diversity and the local and wider community. For example, children engage in different celebrations from around the world, make traditional dishes during different religious festivals and enjoy trips out to the local library and church. Children thoroughly enjoy outdoor play. All share access to the garden where they benefit from a range of resources that support their learning across many areas.

Children with special educational needs and/disabilities are soundly supported. The managers and staff form partnerships with the professionals involved in the care and development of the children attending. Information is shared and staff implement individual plans set by the special educational needs coordinator to help children progress. Children learning English as an additional language are supported in their transition to the nursery and ongoing development. Staff seek key words their home languages and use visual aids to support communication.

Staff involve parents in their children's learning. Staff invite parents to share observations of their children's learning at home and discuss future plans to promote children's next steps in learning during parents' evenings. Staff have also set up a lending library for parents and children to borrow books to read at home.

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

Information gathered from parents at registration helps staff to settle the children and establish relationships. Staff are warm and friendly, showing concern for the children in their care. Key persons know their children well and as a result, they are able to support and build upon children's feelings of confidence and self-esteem.

Children are given opportunities to be independent. For example, they have access to cups and jugs of water that they pour themselves and take ownership of their toileting needs. During circle time, children sit patiently for their turn to choose and sing a song in front of the other children. These opportunities and activities prepare children for the next stage of their learning. Some children are seen developing friendships as they play alongside one another and giggle together. Older children begin to show they are aware of acceptable behaviour, as they are heard reminding one another of the rules. However, on some occasions, staff do not consistently manage children's behaviour. This results in some disruptive behaviour and means that children miss important opportunities to learn about the consequences of their behaviour.

Children develop a sound understanding of how to lead healthy lifestyles. Outside children have many opportunities to use a range of physical skills as staff encourage them to use the different equipment. During healthy eating projects, children make salads, talk about healthy options and later recall what they have learnt during play with staff. Children have opportunities to take risks and learn about safety. In the garden area, children navigate along the obstacle course, balancing on beams and tackling the tyres trying not to fall. Road safety puppets and stickers support children's awareness of how to behave near roads and how to cross roads safely.

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

The nursery has recently recruited a new manager. She shows a good knowledge and understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage. The provider of the nursery is aware of information that should be notified to Ofsted and all legally required documentation is in place including a complaints policy and procedure. Staff conduct risk assessments of the nursery and respond to feedback received from local authority health and safety officers who visit the nursery also. The overall maintenance, cleanliness and safety of the building is satisfactory.

Secure recruitment procedures ensure children are cared for by staff who are suitable, qualified and experienced. All staff have received safeguarding training and through discussion, demonstrate a suitable understanding of what to do if they have concerns about a child in their care.

Staff are invited to attend appraisal meetings where they can discuss training needs and take part in exercises that encourage them to contribute their ideas into the nursery. The nursery has addressed the actions and recommendations raised at the last inspection. As a result, improvements to staff suitability, supervision of children and the systems for observation and planning have been made. However, there are weaknesses in ongoing self-evaluation and limited monitoring of the provision, which impacts on the learning experiences provided for children. As a result, the nursery is not effective in identifying and addressing all areas for improvement to benefit the children.

Staff have formed sound relationships with the parents. Information is available through the nursery notice board, parents' evenings, newsletters and daily feedback. The nursery also has a parent forum that allows parents to pass their views onto the setting's management. This communication helps to keep parents up to date on the nursery's general running. Staff work well with other professionals to promote the care and education of the 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

<b>Unique reference number</b>	EY294256
<b>Local authority</b>	Harrow
<b>Inspection number</b>	909568
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	29
<b>Name of provider</b>	RTC Education Ltd
<b>Date of previous inspection</b>	14/09/2010
<b>Telephone number</b>	0208 933 5410

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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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