

Devonshire Day Nursery

Bennett Street, Chiswick, London, W4 2AH

Inspection date	05/04/2013
Previous inspection date	10/06/2010

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

- All children make good, and in most cases outstanding, progress in their learning and development from their starting points and they thoroughly enjoy attending the nursery.
- Children behave extremely well and staff show very good concern for their safety, welfare and well-being.
- The new manager and her deputy drive improvement very well. They and their team evaluate the provision extensively to identify ways to improve the nursery further.
- The nursery is very well resourced and provides children with an extremely wide range of opportunities to develop their skills so that they are ready to move on to the next stage of their learning.

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 present playing indoors and when engaged in different activities.
- The inspector talked to the manager, deputy and members of staff about policies and procedures, and about planning and the assessment of children's progress.
- The inspector looked at records of children's progress and development.
- The inspector spoke to some parents who were available on the day.
- The inspector talked to children while they were engaged in a range of activities.

Inspector

Gill Walley

Full Report

Information about the setting

Devonshire Day Nursery was registered in 2001 and is part of the nursery chain Child Base Limited. It operates from a converted, detached building situated in Chiswick in the London Borough of Hounslow. The nursery is registered on the Early Years register and on the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7:30am to 6:30pm, throughout the year. All children share access to a secure, enclosed, outdoor play area. There are currently 99 children aged from birth to under eight years on roll. Children attend from the local area. The nursery is able to support children with special educational needs and or disabilities and also children who speak English as an additional language. The nursery employs a team of 36 staff including the cook. Of these, 18 staff, including the manager, hold appropriate early years qualifications and three staff are working towards a qualification. Some of the unqualified staff work on an occasional basis, for example to cover staff illness.

What the setting needs to do to improve further

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

- strengthen the links with other settings, such as primary schools, to ensure a smooth transition process and a shared approach to children's learning.

Inspection judgements

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

Children learn and develop their skills extremely well through the wide range of exciting activities provided by staff in the playrooms and well resourced outdoor play areas. All children, including babies, make good and, in most cases outstanding, progress from their starting points. Toys and resources are appealing and suitable for their age range. They are easy to reach and labelled with photos so that children can choose what they want to play with. Children use the garden very frequently, so they develop their physical skills extremely well. They learn a great deal about the world around them by growing plants and vegetables which they cook and taste. They also develop an excellent understanding of their own environment through the exciting Forest Schools project. Children develop an interest in books because staff read them stories and they can choose the books which appeal to them. Older and more able children learn sounds and letters so that they can recognise them in print. They understand rhyme and can think of words they which begin with a given sound. Children develop their early writing skills extremely well because there are well-resourced writing areas in the classrooms and garden. They write with a purpose, for example making up a shopping list. Adults talk to the children to reinforce their

learning well, for example by discussing colours of paints they have chosen to use to paint their favourite fruits or comparing the sizes of toys. This expands their understanding as well as developing their speaking and listening skills. Adults constantly encourage children to try new experiences such as exploring different textures when they are making pretend fossils. Adults look for every opportunity to reinforce learning, for example when children are walking upstairs they count the steps and repeat the numbers. The children also develop their understanding of number through counting games and when they are singing nursery rhymes. The older ones talk about shapes and patterns, and compare sizes of objects.

There are numerous opportunities to explore sounds when children sing and play with musical instruments. The children look forward to weekly sessions with a specialist music teacher. They develop their imaginations well when they are playing in the role play areas or with dolls, and they use a wide range of dressing up outfits and hats. Children concentrate on an activity for a considerable time and show determination, for example when completing a puzzle or constructing a model. The children learn a variety of creative skills through painting, printing and collage. They have decorated their walls with their pictures, such as paintings of food they associate with healthy eating, their visit to the Fire Station and a favourite traditional tale. They have made bird feeders to use in the garden. There are many photographs of the children and their families on the walls and in books which promote children's speaking and confidence.

Children play extremely well together, taking turns with toys and showing a concern for one another. Their behaviour is exemplary, and the adults are extremely good role models. They have very high expectations of the children and praise them constantly for their achievements so that they develop their self-esteem and are keen to try new things. Staff use positive language to help children understand how to make the right choices and they rarely need to remind them. The children take responsibility for where they have their names on the behaviour rainbow. Adults are calm and patient with the children and parents comment on how well the staff know each child and show a genuine interest in them. Older and younger siblings can play together if they wish to as there are times in the day when older children can visit the younger ones, for example to read them a story. They have easy access to their outdoor areas and adults allow them to choose where they want to play so that they have a very wide range of stimulating experiences. The children develop an early interest in technology by using computers and interactive whiteboards. Staff plan activities and provide resources such as toys and books which develop the children's early understanding of many different cultures and celebrations. Outdoors children develop their physical skills well when they ride vehicles and practise their balance and ball skills.

Children who have special educational needs make the best possible progress because the manager and her staff seek the right support for them and adapt the provision very well to meet individual needs. Parents comment on how well staff know each child as an individual through careful monitoring and observation. This means they understand how to respond to children's specific needs and know the next steps in their learning. Staff also understand each child's particular interests so that they can provide learning experiences and toys which they will enjoy, often linked to their experiences at home. Some children visited a museum and developed an interest in dinosaurs. The staff provided many

resources so that they could continue this in the nursery, making fossils and dinosaur eggs, and thinking about dinosaur habitats. Children brought books into the nursery so that they could enjoy looking at and discussing more information about this topic. This approach nurtures children's enthusiasm for learning particularly well.

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

The children form very secure relationships with the adults who look after them because the staff know them very well as individuals and show a profound concern for their wellbeing, happiness and security. The nursery has a very calm and nurturing atmosphere and there are very good routines, for example, at meal times and sleep times, so that children always know what to expect. If children are upset at any point they are quickly distracted and settled by a trusted adult. Children have their own key workers who know them particularly well but there is also a new system so that there is always at least one other adult present who knows each child well. This ensures that the children always feel secure emotionally and parents also find this reassuring.

The youngest children have a daily record sheet where staff write detailed notes about the child's day, their achievements and the next steps for their future learning. They also tell parents important information about what the child has eaten or how long he has slept. These records are taken home each evening so that parents are fully involved in their children's development. They also help parents to support their children's learning at home if they so wish to, because they know what their children have achieved at the nursery. Parents share their child's achievements and experiences with the staff, who then plan activities for children to reinforce a skill which they have undertaken at home. These very close links with parents help staff to follow the children's routines closely and ensure that there is a consistent approach, for example for allowing children to sleep at times which suit them and their families best. The nursery has outstanding procedures for supervising children when they sleep and for responding to any food allergies children may have with a system of constant checks by senior staff. All staff are very vigilant and understand the procedures well. Procedures for nappy changing and handling food are very hygienic and avoid the risk of infection.

Children are extremely well supported when they first start attending so that they settle in well. They attend for introductory visits until parents and staff feel they are ready to stay for full days. The manager asks parents for detailed information about their children's routines and interests. This helps staff to plan initial activities they will enjoy. Staff observe the children's early progress and build up a more detailed picture of the children's next steps. These are included in the planning for each of the playrooms and the children are assessed routinely. When children are old enough to move into the next age group the nursery has an excellent system for supporting them so that they adjust well and settle into a different and more challenging environment. Key workers make visits to the new room with the children initially so each child settles in with a familiar adult to support them. This system helps children to adjust well and parents find it reassuring. When children leave the nursery and move on to primary school the nursery passes on information about children's progress and development. The nursery has begun to make

links with local primary schools so that the transition is as smooth as possible, both for the children and their families. However this remains an area for further development.

Older children learn to manage their personal care well through excellent support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. They enjoy plenty of exercise in the outdoor area and understand that they must wear their coats on cold days. Mealtimes are extremely calm and very sociable occasions, and the adults eat their lunch with the children so that they are well supervised and feel that they are part of a family. Children enjoy very healthy food choices and learn good table manners. They learn to help themselves to what they would like to eat and to pour their own drinks and the older children lay the tables. Adults support them well, for example by showing them how to use their cutlery, and babies develop their independence well by learning to feed themselves. Older children also learn to take responsibility. For example, children know that they need to wear aprons when they are painting and to wash their hands afterwards. They choose the time when they want to have their snack and help themselves to their fruit and drink. Each day children take turns at being 'Helping Hands' and 'Safety Spies' who take some responsibility for keeping the older children's playroom safe and tidy. Visits to the local park, shops and recycling bank give the children excellent opportunities to learn about road safety.

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

Staff take thorough and comprehensive steps to help children make excellent progress. They carry out specific assessments, such as the two year progress check, so that any need for additional support for a child is identified and acted upon promptly. The staff record the progress children make in each area of learning over time and use this information extremely well to plan precisely the next steps each child needs. They track and compare children's progress in different areas of learning to ensure that all are progressing as well as possible in a wide range of skills. This information also supports their self-evaluation well because staff can easily see if there is one area of learning where children perform less well. It ensures that the children develop very good skills and attitudes for the next stage in their learning. The new manager and her staff constantly evaluate the provision because they are extremely ambitious and keen to make further improvements. Parents and staff feel the nursery has improved since its last inspection and the nursery has responded extremely well to the recommendations of the last inspection report. Parents feel that they are fully involved and consulted in their children's development, for example through regular meetings and surveys. Staff feel very well supported and are given excellent opportunities to extend their expertise through regular monitoring, appraisal and a wide range of training opportunities. The nursery works in very close partnership with the local authority and the other nurseries within the company, and the staff benefit from being able to share expertise and professional development within the local cluster.

All staff understand fully how to keep the children, including the babies, safe in a range of situations. For example, adult to child ratios are maintained well, staff supervise children

closely and know how to respond to emergency situations. They know how to reduce the risk of accidents, for example when the children are playing outdoors or going off site. There are very good procedures for times when children have accidents or need medication and staff are extremely vigilant when incidents occur. When new staff are appointed they have a thorough induction as well as ongoing training. Babies are monitored closely while they sleep and they are extremely well supervised within their own garden area. This helps to ensure their safety at all times. There are robust procedures in place to make sure that staff are suitable to work with children. Staff have an excellent understanding of safeguarding issues. They are all fully trained and have a thorough understanding of what to do if they have concerns. They wear badges with details of who to contact in the event of a child protection concern so that they are constantly aware of how to respond.

The nursery works very well with parents, who feel that their children are safe and cared for well. They say that they are well-informed about how their children's progress. They appreciate being able to talk to any member of staff at any time about any query they may have at any time. They feel that their children make extremely good progress, especially in their speech, independence, social skills and self-confidence. They comment that the staff care for their children extremely well and really know their individual needs. The nursery fully values parents' views and responds promptly to their suggestions. Parents are invited to regular meetings to find out more about their child's development and how the staff work with the children. Parents and families are invited to special events such as the Nativity or the Family Forest Day. The nursery works very closely with parents and other agencies in situations where children need additional support, for example if a child has special educational needs or a child is learning English as an additional language. This liaison ensures that every child can take part in the same activities and make the best possible progress. Overall, the nursery prepares children well for the next stage in their education, so that they adjust and settle easily.

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	EY100091
Local authority	Hounslow
Inspection number	908940
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	99
Name of provider	Child Base Limited
Date of previous inspection	10/06/2010
Telephone number	0208 995 9538

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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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