

Hatch End Day Nursery

3 Hillview Road, Pinner, Middlesex, HA5 4PB

Inspection date	10/04/2013
Previous inspection date	02/12/2008

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		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

- There are effective systems in place for self-evaluation and the management team monitors the education programme well.
- Staff use good teaching techniques and have high expectations of children. This benefits children, with all, making good progress in relation to their starting points at entry.
- Children are eager to learn and show great interest in the activities and resources. Staff are fully aware of children's interests and incorporate these into planning.
- All children are included and valued because staff work with parents to find out about children's individual needs, home backgrounds and requirements.

It is not yet outstanding because

- Staff occasionally miss opportunities to talk to children about what they like to eat and to reinforce messages about healthier choices.
- Staff do not always draw children's attention to marks, signs and symbols in the environment to further support their understanding of different language scripts.

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.

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 a selection of staff and management team and the policy was reviewed.

Inspector

Victoria Vasiliadis

Full Report

Information about the setting

Hatch End Day Nursery is one of 79 nurseries run by Asquith Nurseries Limited and registered in 1999. The day nursery operates from a converted building in Hatch End in the London Borough of Harrow. There are several rooms within the nursery, which are organised according to children's ages. All children share access to a secure outdoor play area.

The nursery is open Monday to Friday from 7.30am to 6.30pm for 51 weeks of the year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. There are 102 children on roll within the early years age range. The nursery provides funded early education for three and four year olds. The nursery currently supports a number of children with special educational needs and/or disabilities and children with English as an additional language.

The nursery employs 30 staff who work directly with the children, of whom, 24 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:

- give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices

- draw children's attention to marks, signs and symbols in the environment to further support their understanding of different language scripts.

Inspection judgements

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

Staff use good teaching techniques, have high expectations of children, engage, and motivate them in their learning. Resources and activities are well suited to children's interests and effectively challenge and stimulate them. Babies enjoy the soft toys and play phones, and pretend to talk to their parents using these items. Staff support children's communication and language skills which are developing rapidly. Staff make good eye

contact with the babies and continually talk to them. Staff name everyday objects and use actions to support the words that they use. For example, when visitors enter the room, staff encourage children to wave and say hello. Babies are soothed by staff who sing to them, when they are upset. Toddlers take immense pleasure in exploring the shaving foam. They push their hands deep into the tray and enthusiastically cover themselves with foam as they happily laugh and smile. Staff extend children's learning during activities. They introduce vocabulary to enable children to talk about their experiences, such as the softness and smoothness of shaving foam. Children have good opportunities to move freely between the indoors and outdoors. Toddlers enjoy going on 'bear hunts' around the garden and staff use mathematical language to promote children's learning further. Children are keen to learn and show great curiosity. Older children excitedly fill up their buckets of water to pour through guttering filled with wooden chips. Staff are close by to promote children's learning and encourage children to think critically. There are discussions about why children collect less water in their buckets when it has been through the wood. 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. However, staff sometimes miss opportunities to draw children's attention to different language scripts displayed in the nursery. Many of the staff are multilingual and are able to talk to children in their home languages, alongside English. This helps children to feel included and valued and promotes their communication and language skills. Older children are confident talkers, take great delight in talking to visitors, and eagerly introduce themselves and state how old they are.

There are comprehensive systems to identify children's starting points. Each child has an 'all about me' record. This holds essential information about the child's home background, their speech and language needs and general development. Staff effectively use this information to help them to plan for the individual needs of each child. The systems for observation, assessment and planning are successful, including progress checks for two year olds. Staff know the children well and are able to plan for their individual learning. The staff actively involve parents in children's ongoing learning and development. Regular parents' evenings take place and written reports are shared with parents. There are projects, such as the home link bags and home stories. These encourage parents to read with their children and to take part in other activities to promote learning. Consequently, children make good progress in their development and parents are involved in their learning. Children receive good levels of support to prepare them well in the next stage of their learning.

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

There is an effective key person system in place, which helps to ensure that children feel safe and secure. Recent road safety projects and discussions with children help them to develop an understanding of their own safety. There is a calm and relaxed atmosphere

throughout the nursery. Children receive lots of positive praise and encouragement, which supports their confidence and self-esteem. Staff act as positive role models for children, and they manage children's behaviour in an appropriate and sensitive manner. Children are encouraged to share, take turns and be caring to their friends. This helps children to understand expectations and fosters their social and emotional skills. Children's independence skills are effectively supported 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. Children can help themselves to resources to initiate and support their play.

Children learn the importance of following routines that support their understanding of self-care and their physical development. Children enjoy helping to set the table and serve their own lunches and drinks. Children enthusiastically play in the garden. They use wheeled toys such as tricycles and buggies for their dolls, which they happily move around the garden. Others take great delight in running up and down the slopes in the garden or gently rocking themselves on the see-saw. Staff enable younger children to make healthy choices, such as whether they would like water or milk. However, staff occasionally miss opportunities to talk to children about what they like to eat and to reinforce messages about healthier choices.

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

Members of the management team are fully aware of, and meet the safeguarding and welfare requirements of the Early Years Foundation Stage Framework. The arrangements for safeguarding children are robust and children's safety and well-being is highly prioritised. Staff are deployed well and routines run smoothly and children receive good levels of support. There are robust recruitment procedures, which help to ensure that adults caring for children are suitable to do so. Staff are clear of the procedures to follow should they have safeguarding concerns. There is an effective risk assessment process, which helps to identify and limit children's access to potential hazards.

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 continually look for ways to improve the quality of their service. Consequently, they are able to sustain standards in order to benefit the children. The nursery has implemented a robust and effective self-evaluation system, which also focuses on the education programme. For example, they continue to make sure that babies use the outdoor area every day and that staff incorporate this into their planning. Since the previous inspection, the management team and staff have responded to the recommendations effectively. Successful induction processes are in place, and all new staff are required to familiarise themselves with policies and procedures, including the safeguarding children policy. In addition, each new member of staff has a mentor who offers them support. The management team is highly committed to ensuring that the staff

are provided with good training opportunities. Staff can access in-house training and are encouraged to update their professional qualifications. As a result, staff continue to improve and enhance their skills, knowledge and practice.

There are good systems to promote partnership working with parents. There are notice boards, which provide parents with information about the Early Years Foundation Stage and some of the policies and procedures. Each child has their own personal developmental record, which clearly shows how they are making progress. Parents can access these records as they wish. Staff talk to parents at the beginning, and end of each session, in order to keep them informed of children's achievements. Parents and carers are positive in their feedback about the nursery. The nursery has good links with other professionals involved in children's care, learning and development. They follow advice from speech and language therapists and physiotherapists. The Special Educational Needs Coordinator from the nursery regularly attends borough meetings to share practice issues and to keep up to date. In addition, teachers from local schools are invited to the nursery, which helps to prepare children for the move to school.

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	EY289185
Local authority	Harrow
Inspection number	907805
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	87
Number of children on roll	102
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	02/12/2008
Telephone number	0208 421 5471 or 0208 421 3971

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

