

Kenton Day Nursery

9 The Ridgeway, Kenton, Harrow, Middlesex, HA3 0LJ

Inspection date	18/04/2013
Previous inspection date	27/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The effective key person system is a strong feature of the nursery, this helps children to feel secure in the nursery particularly during the settling-in period.
- All children enjoy regular outdoor play because staff plan consistently well to make sure that even children on the first floor play outside several times during the day.
- The staff all work well together as a team. They implement the nursery's policies and procedures effectively for all children and their families. This ensures that all aspects of practice are inclusive.
- The leadership team is focused on improvement by making effective use of evaluation, monitoring and training to make changes that will benefit of children.

It is not yet outstanding because

- The range of resources to encourage children's make believe play is not extensive meaning that they have limited choice.
- Large group activities are not always as well organised as other adult-led play opportunities.

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's activity in all areas of the nursery, including outdoors.
- The inspector tracked children in the nursery, looked at assessment records and activity plans.
- The inspector reviewed qualification, recruitment and suitability information with the manager and her senior.
- The inspector carried out joint observations with the manager.
- The inspector spoke to staff, children and parents.
- The inspector reviewed documentation, discussed documentation and improvement with the manager and her senior.

Inspector

Cordalee Harrison

Full Report

Information about the setting

Kenton Day Nursery is one of a chain of private day nurseries owned by Asquith Nurseries Group and registered in 2004. The nursery operates over two floors from four base rooms, in a purpose-built building. A baby unit, nursery room and pre-school room are based on the ground floor with the toddler room based on the first floor. All children share access to an outdoor play area. The nursery is located in a residential area in Kenton, in the London Borough of Brent. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are 130 children on roll. They are all in the early years age group. The nursery receives funding to provide free early education for children aged three and four years. The nursery is open each weekday from 7.30am to 6.30pm closing only for public holidays. The nursery supports children with special educational needs and/or disabilities and children who are learning English is an additional language. The nursery employs 23 staff, of these, 21 works directly with the children. One staff member holds Qualified Teacher Status and the nursery manager and 12 others hold qualifications at level 3 in childcare and education. Six staff hold qualifications to level 2.

What the setting needs to do to improve further

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

- increase the resources to encourage children's make believe play.
- help children to learn about the need to match their actions to the space they are in so they can participate fully in large group activities.

Inspection judgements

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

Staff plan and deliver activities very well across the nursery. They have good knowledge of the seven areas of learning and this enables them to adapt activities for groups and individual children. This ensures that all children are provided with good support, which promotes their learning and development well in consideration to their starting points. Staff carry out regular observations and consistently build on this information. Children's achievement records, their key persons and the manager provide meaningful information about children's current interest, achievements and their learning styles. As a result, staff have good quality information to exchange with parents and to engage them in supporting children's learning in the nursery and at home. Staff are supporting all children to make

good progress. They are making effective use of guidance, such as Development Matter in the Early Years Foundation Stage.

Across the nursery children experience play opportunities that are stimulating and in keeping with their developmental stage. Overall, children's learning experiences are interesting and fun. The learning environment is orderly, calm and well resourced to support all areas and most aspects of learning. This means that children have many opportunities to engage in purposeful play. Children cooperate in play and their words and action show consideration for others. Expressive art and design activities are plentiful for children of all ages. However, the range of resources to encourage children's 'make believe' play is not extensive.

Children communicate confidently, and following the staff's lead, they make eye contact and speak in calm voices. Consequently, although there are a number of large and small group activities taking place, the atmosphere is calm yet busy. Staff in the nursery speak several languages and the vast majority of children are bilingual. Therefore, while every child is learning to communicate in English, staff support children who are learning English as an additional language very well. For example, they sometimes use interactive communication tools so that children can see and hear other children speaking in a particular language. Children are learning that people communicate in many different ways, such as sign language and they see other languages written. Familiar words in children's home language are displayed prominently in the learning environment. Children are developing their understanding of mathematics in different ways. They build with a variety of construction materials, developing their understanding of shapes and patterns. Younger children learn about shape and size using shape sorters. Children use a timer to learn about taking turns and being fair so they all have equal turns riding the bike. Sometimes, during large group activities, staff do not always help children to find themselves a clear space to enable them to participate fully. Consequently, it takes time to start the activity.

There are many opportunities for all children to be physically active. Free flow play for most children encourages them to learn across the different areas outdoors. This gives children choices and is well suited to the children who learn best out doors. Staff adapt activities so that all children engage with topics and themes that are interesting. For example, the youngest children in the nursery visit the market to look at the variety of fruits and vegetables, this also provides an opportunity for them to enjoy fresh air and increase their understanding of the world. Older children walk in the locality and use the camera to capture images in the area. They use the printer at the nursery to enable them to share their pictures with others. These well-planned activities allow children to experience several areas of learning in ways that are meaningful to them.

Children are active learners, they are interested and enthusiastic engaging with staff and friends to extend their learning and to learn from each other. Staff are supporting children very well to gain the knowledge and skills that they need to be ready for school.

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

All children are developing secure attachments with staff. There is an air of calm contentment, where children laugh and feel happy. Babies' home routines are followed and they eat, sleep and play to their individual care plan. Lunchtime is well organised so that the youngest children are given their lunch first; this prevents them becoming overly hungry or distressed. Staff sit at children's level and engage them in play and conversation. If children become upset staff respond very quickly to find out why and offer comfort and reassurance to them. These good practices help children to understand that their individual needs are important.

Every child is allocated a key person from the start. They work closely with parents involving them in all areas of the settling-in procedure. This enables parents to influence the care arrangements for their child at every stage. This is a well-established efficient system that staff apply consistently well in every area. Parents state that they value it greatly, because it helps children to settle and feel secure. This boosts parents' confidence to leave their children in the safe knowledge that they receive good care. There is good quality information gained from parents about children's individual health and care needs, as well as their stages of development. Children are receiving good quality learning experiences to capitalise on their individual skills and abilities. Good quality, planning, assessment and review of children's achievement, which involves parents at all stages promotes equality for children, now and for the future.

Staff promote equal opportunities very well. They welcome children regardless of background and the staff team highly reflects the user group. Staff are clear that they do not treat any child or their family more or less favourably than another. They understand how their attitudes, behaviour and practices affect inclusion. Staff model positive attitudes and behaviour, and children reflect this in their behaviour towards others. The provision for children's play is good. Children use good quality play resources in their daily activities and staff support them well to develop their learning styles.

Children are developing good understanding of healthy lifestyles. Staff take good care of children's hygiene needs and standards of cleanliness in the nursery are good. Children are developing good self-care; they eat their snack when they are hungry and drink frequently. Older children use the toilet independently or with little support and take responsibility for hand washing. Staff are helping children to assess risks and to keep themselves safe. For example, they help children to identify risk when they ride their tricycles very fast and encourage them to consider others. Staff explain to children why they need to use the wrist straps on outings. Children are why it is important to listen and pay attention to the adults who are caring for them. Children are responsive to staff and put forward their ideas and understanding of what safety means to them.

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

Leadership and management of the nursery are strong and focused on improvement. The staff team is consistent and led by an experienced and well-established manager. They

effectively monitor the arrangements for learning, development and for safeguarding and welfare. There are good recording and reporting systems between staff, the manager and senior managers. For example, although staff are responsible for children's observations; they are provided with training and clear guidance. Furthermore, the manager or her deputy regularly monitors and reviews staff performance. This ensures that children's progress is securely linked to developmental expectations. Staff have completed some progress reports for children aged two years. Regular observations, and tracking of children's progress, including information from parents, provides good quality information to inform these assessments.

Good systems and effective policies and procedures are in place to assess and monitor staff's understanding of child protection and equal opportunities practices. Staff are very familiar with these policies and procedures and they work effectively as a team to implement them for the benefit of children and parents. Across the nursery, staff are clear and confident about what to do if there are concerns about any staff's behaviour, discriminatory, attitudes and actions towards individuals or groups of children. All staff know and understand the whistle blowing policy, which the leadership and management team strongly promote.

Management use careful observation, monitoring and tracking of children to ensure that any gaps in learning and development are addressed at the earliest stage. Children also put forward their ideas for activities. Good planning, quality teaching and good quality resources are used effectively to make these activities a reality for children.

There are strong partnerships with parents. They praise the nursery staff highly; they value the key person system along with the arrangements to involve them in children's learning and development. Parents state that they like the openness of the nursery and the open door policy. Parents state that the staff use well planned activities and children's home experiences to promote their learning and keep them interested. Staff work closely with professionals involved in children's care and education to identify and close any gaps in children's learning. There are also good links with the local authority's early years developmental officers.

Recruitment procedures are effective. Staff demonstrate good understanding of safeguarding. All staff know what to do if they are concerned about a child. They use risk assessments effectively to create and maintain safe environments for children in the nursery and on outings. There has been a significant upturn in the nursery's performance since the last inspection. This demonstrates effective management systems and a positive response to the previous inspection report. For example, the nursery has addressed all actions and recommendations from that inspection. There are now focused improvement plans, which the manager uses to prioritise for her next stages of development. The manager now makes effective use of peer observations, to continue to improve the quality of teaching.

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	EY286324
Local authority	Brent
Inspection number	913976
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	130
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	27/09/2012
Telephone number	020 8909 9850

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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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