

Heathrow Day Nursery

The Old Vicarage, High Street, Harmondsworth, West Drayton, Middlesex, UB7 0AQ

Inspection date	22/04/2013
Previous inspection date	04/12/2009

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

- Children of all ages have good opportunities to learn outdoors in with a range of exciting activities to promote all areas of learning outside.
- The environment is well organised and provides plenty of space for children of all ages to move freely and make choices about their learning.
- Children develop their imagination by taking part in a variety of activities to design their own unique creations using a range of different materials.
- Staff have a good understanding of how children learn and they plan an interesting range of activities to promote all seven areas of learning.

It is not yet outstanding because

- On occasions, staff do not give children time to think and respond to the questions they have asked them, to fully develop their thinking skills.

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 interaction between staff and children in each nursery room.
- The inspector conducted a joint observation with the manager in the pre-school room.
- The inspector sampled the documentation.
- The inspector spoke to parents to seek their views.

Inspector

Maria Conroy

Full Report

Information about the setting

Heathrow Day Nursery is one of 110 settings run by Asquith Nurseries Ltd. It opened in 1992 and was re-registered in 2004. The nursery operates from a converted vicarage in Harmondsworth, in the London Borough of Hillingdon. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children have access to a large secure enclosed outdoor play area. There are currently 80 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It supports children who speak English as an additional language and those with special educational needs and/or disabilities. Heathrow Day Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs twenty five staff, of those twenty three work directly with the children. Of these, fifteen hold a recognised qualification. The nursery receives support from Asquith area managers and from the local authority support workers.

What the setting needs to do to improve further

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

- when asking questions, enhance children's opportunities to think about the answers they will give so that they can decide what they want to say and how they will say it.

Inspection judgements

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

Staff have a good understanding of how children learn and as a result they plan an interesting range of activities to promote all seven areas of learning. Staff undertake observations and use these to identify specific activities that children will enjoy. They are in the process of gaining further information from parents which will identify children's current interests outside of nursery. Staff support children with additional needs by implementing an action plan to promote their individual developmental needs. This means that they are able to identify any gaps in children's learning and take swift action to close these gaps.

Children enjoy outdoor play where they are supported in all areas of their learning. The garden provides different learning environments so that children can choose which area they want to play in. Younger children have their own separate garden where they can safely explore and investigate with equipment that meets their needs. Children busily fill

up jugs with water and pour them down the guttering attached to the wall; they have fun as they watch their ducks sliding down the shoot. Children play in the sand where they use twigs and their fingers to make letters of the alphabet, which helps to support early writing and literacy skills. Elsewhere children enjoy dashing around playing football, their creativity is promoted as they create collages using leaves, twigs and other natural materials.

Babies have lots of space to move around the play freely, which encourages their good physical development. They explore lots of good quality resources which are well organised and placed at different levels within the room, encouraging them to pull themselves up. Babies enjoy reaching for the ball which staff roll towards them, which encourages them to crawl towards it. Children across the nursery have good opportunities to use their imagination, and to create and design. Younger children paint their version of a daffodil and an Easter chick. Pre-school children are working on the theme of transport and used a variety of materials to create different forms of transport.

Overall, children's communication and language skills are well supported. There are good levels of engagement in all nursery rooms. Toddlers enjoy listening to their favourite stories and sing songs using simple actions, while pre-school children listen to CD's with different types of music and stories in the garden. Staff use lots of open ended questions such as 'what does it feel like?' as children dig in the sand, which encourages them to think critically. However, on occasion they do not give children much time to respond and fully think about what they want to say.

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

Well organised nursery rooms and activities provide plenty of space for children to move around and play freely both indoors and outdoors. There is a good range of high quality resources which support children's learning and development in all required areas. They are learning to stay safe through the activities they take part in. For example in the role play area children adapt dressing up clothes to act as oven gloves to prevent them from burning themselves on the oven. Good interactions with key persons enable all children to feel safe and secure, which enables them to explore and investigate their environment.

A healthy menu is available which incorporates children's dietary needs and takes account of allergies. There are robust systems in place for checking that food is suitable for each child and their individual needs. Children take part in a wide range of activities to promote their physical development. They climb up rope ladders, crawl through tunnels and have great fun as they ride on the bike with their friends. There are planned activities that help children learn to lead a healthy lifestyle; for example, they plant their own vegetables in the garden and learn to care for them.

Children behave well and they are learning to take turns and share. Older children negotiate with each other, deciding who goes first in their game. There is plenty of space and well planned activities which prevent children from disagreeing over toys. Children's confidence and self esteem is supported; art work and photos of them taking part in the

activities are displayed throughout the building. Overall, children are motivated and consistently engaged in what they do due to the well organised environment.

Overall, the nursery staff prepare children well for the next stage in their learning. There are effective systems for moving children on from one room to another to enable parents to be kept up to date and for key persons to pass on information to the next room. Children have settling in periods which enable them to get used to their new carers and their environment. The new manager has begun to make links with local schools and children's centres, although not all children attending are from the local area. This demonstrates that the nursery is committed to supporting children as they move on to their next stage in learning.

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

All staff are confident in their knowledge and understanding of safeguarding procedures, due to the effective training they receive. The company have robust policies and procedures in place, such as whistle blowing and safeguarding which they implement effectively. For example, they investigate incidents and complaints robustly and forward notifications to relevant authorities. As a result they keep children safe. The company have effective management structure, which enables senior managers to monitor, advise and support the team. Vetting procedures for staff ensure they are suitably assessed and they are provided with a detailed induction. This helps them understand and implement practices effectively, thus protecting children. Staff deployment is effective and as a result children are supervised well throughout the day. There are effective systems in place for staff supervision and staff appraisals. These help to highlight areas for professional development. Staff have regular opportunities to attend training and also to visit other Asquith settings where there is outstanding practice. Effective risk assessment procedures are in place and this enables the nursery staff to put preventative measures in place.

The nursery undertakes the process of self evaluation and seeks the views of parents. The management team have a visible presence at the entrance to the nursery, enabling parents to come and talk to them at any time. Internal quality assurance visits from senior managers help to identify clear plans of action, to develop and enhance children's learning. The nursery leadership and management have fully addressed the areas identified for improvement at the previous inspection.

Partnerships with parents are effective. They initially share detailed information with their child's key person as part of the 'all about me' format, where staff get to know their individual needs. There are regular opportunities to be updated about their child's progress through meetings and by sharing their child's profile. The display screen in the entrance hall keeps parent informed of daily events such as new staff, children's birthdays or other relevant events. In addition there are regular newsletter, memos, updates and online chats available with staff from head office. Parents participate in information sessions to help support them with their children's development. For example, they recently had a session about behaviour management. Overall parents are very happy with

the care provided. They comment on the consistent caring staff team, the friendly environment and the good opportunities for children to support their development. The nursery works in partnership well with other professionals, to support the individual needs of children who attend. Action plans are implemented effectively by staff, which encourages and supports children's developmental progress effectively.

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	EY292775
Local authority	Hillingdon
Inspection number	908781
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	104
Number of children on roll	80
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	04/12/2009
Telephone number	020 8754 0659

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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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