

Preston Multicultural Nursery School: First Steps to Learning

114 Carlton Avenue East, Wembley, Middlesex, HA9 8NB

Inspection date	30/04/2013
Previous inspection date	29/01/2009

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 are able to enjoy a variety of stimulating experiences which support their learning and development.
- Children share caring positive relationships with staff enabling them to feel happy and secure.
- Partnerships with parents are effective and regular verbal and written communication enables good continuity of care for children.
- The manager works effectively with the staff team providing a welcoming environment.

It is not yet outstanding because

- There are missed opportunities for younger children to be able to develop their self help skills, which slightly reduces opportunities for them to be independent.
- Staff miss opportunities to promote outdoor learning so that children can fully investigate the natural world.

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 participating in activities both inside and outdoors.
- The inspector had discussions with parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation including safeguarding procedures and children's records.

Inspector

Deborah Orchard

Full Report

Information about the setting

Preston Multicultural Nursery School: First Steps to Learning is owned by a private provider. It originally opened in 2002 and moved to the current premises, at St Erconwald's church in Wembley, in the London Borough of Brent in 2004. The nursery has use of two rooms and there is an access to an enclosed outdoor play area and large hall. The nursery is open Monday to Friday, from 8.30am to 5pm, all year round; except for bank holidays. The nursery is registered on the Early Years Register There are currently 38 children in the early years age group on roll. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs six members of staff, all of whom hold appropriate early years qualifications. In addition, specialist teachers provide computer and Spanish sessions.

What the setting needs to do to improve further

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

- extend children's learning outdoors by providing more opportunities for them to explore the natural world
- provide further opportunities for younger children to develop self-help skills to support their growing independence.

Inspection judgements

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

Children are happy and having fun in this welcoming environment. They are eager to join in and participate in a variety of self-initiated and focused activities. Staff have a good understanding of the learning and development requirements and know the children well. This means they are able to support children in being able to make progress in all areas of their learning and development. Staff asks parents to complete forms about children's starting abilities and interests. Staff build on this knowledge, through regularly observing children .This enables them to plan appropriately for children's individual needs interests and next steps in their learning. Children's individual profiles provide a record of their progress. Parents are fully involved in their children's learning, through daily discussions and communication books. In addition, parents meetings provide opportunities to discuss children's progress. Staff share ideas with parents, regarding how they can extend their children learning at home, which helps to promote good continuity for the children.

Children's communication skills are promoted well. Younger children enjoy joining in singing action songs. Children are confident to speak to adults; they ask questions and talk about their interests. Staff are skilled in using open questioning to encourage them to speak and extend their vocabulary and mathematical language. For example, they talk about size and shape while playing with sand. Children who learn English as an additional language are able to make good progress. The provider makes good use of staff who speak children's home languages. In addition, the use of pictures, dual language books and signs support communication. Children with special educational needs and /or disabilities receive appropriate support. Staff work with other agencies involved in the children's care and work together with parents to make sure children receive good continuity of care.

Older children have many opportunities to develop their independence, helping with key tasks. However, at times there are missed opportunities for younger children to do things for themselves, such as learning how to master skills in putting on their own shoes and coats. Older children thoroughly enjoy computer sessions. They listen to the instructions from staff on how to make their pizza images. Children make decisions, they take turns, contributing their ideas and operating the computer. This helps children develop skills, which will prepare them for the next stage in their learning as they move on to school. Children thoroughly enjoy imaginative play, they play happily alongside each other as they brush the toy ponies' hair and make pretend meals.

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

Children are able to develop a strong sense of belonging in this nurturing and caring environment. This helps children feel confident to participate in all aspects of nursery life. Children are able to feel secure as they each have a key person, who helps them to settle and provides continuity of care. Children behave well as they receive lots of praise and encouragement from staff, which helps to motivate them to try new things and develop self-esteem. Staff promote positive behaviour methods in partnership with parents to promote children's well-being. Minor conflicts are quickly resolved as staff support children in understanding why it is important to share and be kind to each other. Staff model positive behaviour by speaking calmly and politely to children and adults; enabling children to understand how to behave appropriately.

Overall, staff provide an enabling environment both inside and outdoors. Toys are stored at a low level and are clearly labelled. This enables children to make choices. Children take responsibility for tidying away, as they can see which box the resources go into. Staff are developing children's experiences outdoors, provide opportunities for children to plant, and grow. Although, the outdoor area does not yet include resources, for example, to help children develop an understanding of movement, reflection and sound. This slightly reduces opportunities for them to further explore the natural world.

Children have good opportunities to learn about healthy lifestyles. They participate in projects, which support them in understanding how their bodies work. All children have a

wide range of opportunities to enjoy fresh air and exercise. Children enjoy healthy snacks and help themselves to drinking water throughout the day. They bring their own packed lunches and enjoy sociable mealtimes sitting together. A record of children's individual dietary needs is maintained and respected. All staff receives training in food safety and first aid, which helps protect children's welfare. Children have frequent opportunities to develop their physical skills. They manoeuvre wheeled toys, throw, and catch balls outside, which helps to develop their large muscles movements. Children understand the importance of safety. They know to hold on to the rope when the staff take them outside. They learn about potential dangers as staff gently remind them to be aware of other children as they run around outside.

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

Robust systems are in place for safeguarding children. There is a suitable written child protection policy, which the staff read and understand. They are fully aware of their roles and responsibilities, which helps to keep children safe. Rigorous vetting procedures help to ensure the suitability of staff. Ongoing professional development through training and supervision enables staff to keep up to date and develop their professional skills. Records, policies and procedures are well maintained and shared with parents.

The manager shares very good relationships with the staff team. This results in a happy and welcoming environment. The manager and staff team have a sound understanding of the learning and development requirements, which enables them to be able to recognise and plan for each child's needs. The manager interacts with staff, children and parents throughout the day. She monitors the educational programme through observing staff practice and encourages staff to share their ideas and knowledge. They continually review the quality of their service through discussions at staff meetings and by seeking the views of parents. This helps them to identify their strengths and plan for further improvements. In addition, they work closely with advisers from the local authority, implementing any recommendations made. The manager and staff team have improved outcomes for children by addressing all the recommendations made at the last inspection. This demonstrates their ability to make continuous improvements.

Partnerships with parents are effective. Parents comment they are very happy with the care their children receive. They consider their children receive good support and are making good progress in their learning and development. The parents are able to see a wealth of information regarding the educational programmes as this is on display. Parents are aware of the activities on offer within the nursery, through link books, discussions and information letters. The nursery shares good links with local schools; they welcome teaching staff into the nursery to help prepare children for their transition 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	EY294864
Local authority	Brent
Inspection number	913850
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	38
Name of provider	Neharika Khagram
Date of previous inspection	29/01/2009
Telephone number	07932410431

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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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