

St Vincent's Nursery Ltd

Haydon School, Wiltshire Lane, PINNER, Middlesex, HA5 2LX

Inspection date	30/04/2013
Previous inspection date	23/03/2012

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 learn and develop well as the environment is set up to support their interests and abilities. Children enjoy many good opportunities to play and explore and are able to move freely between the indoors and outdoors.
- Children are settled and happy. They have formed good relationships with their key persons and staff caring for them.
- The nursery has effective systems to promote good partnership working with parents.

It is not yet outstanding because

- There are occasions when some children do not get an opportunity to have their voices heard, as a number of the more vocal children lead conversations.

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 play and staff interactions, both indoors and outdoors.
- The inspector talked with some staff within the nursery and parents, and held discussions with the provider and senior practitioners.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector and senior practitioners undertook a joint observation of a teaching activity.

Inspector

Victoria Vasiliadis

Full Report

Information about the setting

St Vincent's Nursery was established in 1992 and registered under the current ownership in 2007. It operates from purpose built premises, situated within the grounds of Haydon School, in the London Borough of Hillingdon. There are five playrooms and children have access to an outdoor play area.

The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year, and children attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. The nursery supports children who speak English as an additional language.

The nursery employs 22 staff who work directly with the children, of whom, 19 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:

- make time for all children to contribute to conversations.

Inspection judgements

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

Staff provide children with an educational programme that offers them exciting, interesting and challenging activities that are suited to their needs. The nursery has comprehensive systems in place to observe, assess and monitor children's learning and development. Each child has their own development records, which clearly show the good progress children make. The nursery completes two-year checks on the children, in conjunction with parents. The key person completes an individual plan for each of the children, which highlights the next steps in their learning. This information is shared with parents, to encourage them to further support children's learning at home. Children use a variety of media and materials. For example, they take great delight in experimenting with the different sounds that they make with the musical instruments. Children bang the drums with their hands, ring bells and shake the maracas. They also enjoy moving their bodies to music as they use their imagination to express their creativity. Children begin to develop an understanding of the wider world. For example, the nursery celebrates a variety of festivals such as Chinese New Year. There are food-

tasting sessions to enhance children's understanding of the different foods eaten around the world.

Babies enjoy exploring the balls in the ball pond and their different textures. Staff engage well with the babies as they encourage them to investigate different resources. For example, babies take great delight in trying to reach for and catch bubbles that staff blow. The older babies are encouraged to try to blow the bubbles themselves, with some success. Children receive lots of praise for their efforts and achievements, which fosters their emotional needs and develops their self-confidence. Children of all ages show a keen interest in books. Children enjoy looking at books on their own or having stories read to them by staff. Older children are encouraged to predict endings to stories and to identify what happens next. Children enjoy singing their favourite nursery rhymes and staff involve them in deciding which animals they have on the farm. Children then eagerly mimic the different animal noises. Staff further extend children's learning as they incorporate props such as plastic pigs and cows in to singing activities. Staff incorporate a range of programmes into their planning to support children's social and language skills. Staff use signs and words to help children communicate with everyone, including children learning English as an additional language. This means that children receive good levels of support to extend their literacy, communication and language skills. Many of the children are confident speakers and are eager to find out about visitors to their nursery. They excitedly talk about their own families and experiences. The older children engage in loud and animated discussions with their friends and adults. However, there are occasions when some children do not always get an opportunity to have their voices heard as some more confident children take over the discussions.

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

Staff provide children with an enabling learning environment that promotes their all round learning and development. Children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children learn the procedures to follow in the event of an emergency, as fire evacuation drills take place frequently. There is an effective key person system, which helps babies and children to feel safe and secure. For example, staff work with parents to find out about babies routines and needs. When children are upset, staff talk to them in a calm and soothing manner and offer them appropriate affection. This helps to reassure children who are anxious on separating from their parents. Staff use consistent and appropriate methods to manage children's behaviour. Children learn to share and taken turns as staff remind children to be kind to their friends and to share. Staff offer children lots of praise and encouragement for their efforts and achievements. Babies are able to see their families and special people through the photographs displayed in their rooms. In addition, each of the rooms has photographs of the staff in the nursery. This helps children to recognise those adults who care for them. Staff maintain clear, reasonable and consistent limits which helps children to feel safe and secure. Consequently, children receive good levels of support in respect of their personal, social and emotional development. 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. In addition, children take great delight in pouring their own drinks and serving their own lunches. Consequently, children acquire the skills they need for the next stage in their learning.

Staff use appropriate methods to maintain good hygiene standards. For example, staff wear aprons and hairnets when handling and serving food. In addition, staff work well with parents to find out children's dietary requirements and any allergies they may have. Staff inform the on-site chef of children's requirements. Children have freshly prepared food such as, potato and leek soup, lasagne, fruit and vegetables. Before serving food to children, staff check children's individual dietary records. This helps to maintain children's health and well-being. Children learn the importance of following routines that support their understanding of self-care and their physical development. Children learn about food that is good for them. For example, there are discussions about carrots making them see better and they talk about where strawberries grow. Children routinely access the outdoor area and go for regular walks. Children take great delight in taking part in the obstacle course. They move their bodies through hoops and try to catch balls. In addition, younger children enjoy pushing their prams up the slope and down again. Children begin to understand the importance of protecting themselves when in the sun. For example, children talk about applying sun cream to their noses, ears and arms. This helps to promote children's understanding of healthy lifestyles.

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

The provider and staff are 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 effective recruitment procedures, which helps 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 and the reporting procedures to follow. There are effective risk assessment processes in place, and staff take appropriate action to minimise hazards to children. The provider demonstrates a clear understanding of the procedures to follow should there be complaints. The nursery maintains a log of complaints, which are available for inspection. Staff are subject to an induction process, and they receive information about the nurseries policies and procedures, particularly in regard to safeguarding children. This helps to ensure that staff receive appropriate levels of support and that they are clear of roles and responsibilities. Staff have regular appraisals, which identify strengths and weakness and training needs. The provider recognises the importance of ongoing professional development. As a result, staff are encouraged to attend regular training to further develop their knowledge.

The provider and staff are aware of, and meet the learning and development requirements of the Early Years Foundation Stage Framework. They work well to monitor the delivery of the educational programme and its effectiveness. Consequently, the educational programme successfully challenges and stimulates children's learning and development,

and children make good progress. The provider and senior staff use self-evaluation to reflect on their practice. For example, they have identified that they wish to increase parents engagement in children's learning. They have held stay and play sessions and events such as sports day to encourage this. Since the previous inspection, the management team and staff have addressed the recommendations effectively. As a result, they are able to sustain standards in order to benefit the children.

There are good systems to promote partnership working with parents and carers. There are notice boards, with information such as, planning, the Early Years Foundation Stage and photographs of children's key persons. All parents have opportunities to meet with staff to discuss their children's achievements and progress. Each child has their own personal developmental record, which charts children's progress and achievements. Comments from parents are positive about the care and education that their children receive. The provider and staff continue to develop links with the local schools. They work with parents to find out which schools children will attend, and plan to invite teachers to the nursery. The nursery has established links with the local authority inclusion team, should they have concerns about children's development.

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	EY330072
Local authority	Hillingdon
Inspection number	910067
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	81
Name of provider	St. Vincent's Nursery Ltd
Date of previous inspection	23/03/2012
Telephone number	0208 426 1492

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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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