

Children Come First

St. Marys Church Hall, Greenford Avenue, LONDON, W7 3QP

Inspection date

Previous inspection date

06/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 very happy and settled in the nursery as they share very positive relationships with the staff who care for them.
- Staff provide a range of stimulating activities, which support children in making progress in their learning in relation to their starting points
- Parents are very happy with the support children receive and share positive relationships with the staff.
- Staff support children's personal, social and emotional development well, which helps develop children's confidence and self-esteem.

It is not yet outstanding because

- Staff have not fully established links with other schools to help children successfully move on to the next stage in their learning.
- Staff do not always use the skills and knowledge of parents fully to promote children's understanding of each other's home languages.

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 engaging in activities inside and in the garden area.
- The inspector met with the manager and spoke to staff and children during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector took account the views of parents from verbal and written feedback.
- The inspector sampled documentation relating to children's development and policies and procedures for the nursery.

Inspector

Deborah Orchard

Full Report

Information about the setting

Children Come First nursery is run by Children Come First Ltd. It opened in 2012 and operates from one main hall within St. Mary's Church Hall, Hanwell in the London Borough of Ealing. Children also have access to an additional large hall. The nursery is open on Monday & Thursday from 8am to 2 pm and Tuesday, Wednesday and Friday from 8am to 4pm, although children currently attending leave at 2pm each day. The nursery is open during term time. Children have access to an enclosed outdoor play area. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 25 children on roll within the early years age group. Children attend for a variety of sessions.

The nursery employs four staff. Three staff, including the manager, hold appropriate early years qualifications and one member of staff is working towards a relevant qualification

What the setting needs to do to improve further

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

- develop links with local schools to help support children's move to the next stage in their learning
- provide further opportunities for children to learn about each other's home languages by extending opportunities for parents to share their knowledge and skills.

Inspection judgements

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

Children make good progress in all areas of their learning and development, in relation to their starting points. Children engage in a wide range of meaningful experiences. Staff recognise the importance of enabling children to explore their own ideas. They stay close by and only intervene when needed. For example, children move beads around the abacus. When the beads are stuck, staff encourage children to think what they might do next. Staff introduce new words as they talk about the colour, shape and position of the beads, which helps extend children's learning.

Systems used for observing and assessing children are robust. The staff effectively plan for children's individual needs and interests. Development records include identified next steps for each child. This information is shared with parents, enabling them to contribute to, and be involved in, their child's learning. Staff complete the required progress check for children aged two to three years, enabling them to assess children's progress in the prime areas of learning, identify any gaps and plan for the next steps for each child.

Staff provide many opportunities to extend children's language. They ask open questions during play and encourage children to predict what might come next when reading stories or singing familiar rhymes. Picture cards are used to support children to choose which rhyme they would like to sing next. Staff spend time listening to children and value what they say. This helps children to be confident when speaking and expressing their needs. Children who speak English as an additional language make good progress as staff learn key words in children's home languages and make good use of the language skills within the staff team. However, parents are not always invited to share their skills and knowledge of their home languages such as, enlisting their help with bilingual stories or making labels in their home languages. This means children's understanding of each other's languages is not always fully developed.

Children with special educational needs and/or disabilities receive appropriate support as the staff work effectively in conjunction with parents and outside agencies. Children develop an understanding of technology and how things work. They sit at the table to press the buttons on the keyboard and pretend to use the phone. Children enjoy looking at books and are able to turn the pages correctly. They use the pictures to help them work out what the story is about, which helps develop their literacy skills. The staff promote children's personal, social and emotional skills well. They provide many opportunities for children to play together in small groups, share and take turns. For example, children play cooperatively and imaginatively with the shopping baskets and pretend fruit.

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

Children are very happy and secure in this welcoming and friendly nursery. Children develop a strong sense of belonging as the staff are warm and approachable. The key person system helps staff to get to know the children well and to identify and meet their individual needs.

Children behave very well as they spend their time busily engaging in the activities on offer. Stimulating resources are made accessible to children. Storage boxes are clearly labelled and this supports children in being able to make independent choices in their play. Children receive lots of praise and encouragement from staff, which helps children develop confidence and builds their self-esteem.

Children thoroughly enjoy outdoor play. They are developing their self-help skills as they begin to put their outdoor clothes on by themselves. This helps develop their independence and readiness for school. Children enjoy sitting in the shade in the den area and have great fun painting the playhouse with water and large brushes. They develop

their physical skills as they bounce on the trampoline and run around freely.

Healthy eating is promoted within the nursery. Parents receive guidance about choosing healthy options for children's lunch boxes. Children enjoy helping prepare the fresh fruit for snack and they help themselves to water from jugs when they are thirsty. Staff sit with children as they eat, helping make mealtimes an enjoyable social experience.

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

Staff have a clear understanding of effective safeguarding procedures. They are fully aware of who to inform if they have any concerns. All staff attend safeguarding training so that they clearly understand their responsibilities regarding recording and reporting any concerns. All staff are suitability vetted and secure systems are in place for recruitment. Children are able to play in a secure environment as the staff are well deployed and vigilant in supervising children. Staff carry out daily checks of all areas used by children to identify and minimise any hazards. Children learn about staying safe as they participate in evacuation procedures, enabling them to know what to do in an emergency.

The managers and staff work very well together. They evaluate their service and seek the views of children and parents to help improve outcomes. They effectively identify the key strengths of the service and recognise ways to make further improvements. In addition, they make good use of any recommendations raised by the local authority advisors to improve outcomes for children. The manager observes staff working directly with the children and offers practical support regarding the delivery of the educational programme. She oversees planning and offers support to staff throughout the day. Regular staff meetings and supervision meetings are used to help to develop staff knowledge and all staff have opportunities to attend relevant training, including first aid.

Staff share positive relationships with parents. This helps good continuity of care and enables children to feel secure. Verbal and written feedback indicates parents are very happy with the support their children receive. Photographs and details about staff are on display, along with policies, procedures and useful information. This helps keep parents informed about the nursery. Staff work effectively with other agencies to support children's individual needs. Although staff are beginning to look at ways to make links with local schools, and understand the importance of sharing information when children move on, these links are not fully implemented.

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	EY454177
Local authority	Ealing
Inspection number	893716
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	22
Number of children on roll	25
Name of provider	Malgorzata-Zofia Fedyk and Katarzyna-Hanna Hermann Partnership
Date of previous inspection	not applicable
Telephone number	07886 596730

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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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