

Villas Day Nursery

78a Brondesbury Villas, London, NW6 6AD

Inspection date	07/06/2013
Previous inspection date	20/02/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled in a safe and secure environment where they are cared for by kind, caring and enthusiastic staff.
- Children are busy and engaged and enjoy a range of activities both indoors and outside.
- Parents and children benefit from a small and intimate, home from home environment that promotes a smooth transition from home to day care.

It is not yet good because

- Planning, observation and assessment systems are not fully developed to demonstrate how children's individual needs and interests are used to inform future planning.
- The provision of resources and activities do not always fully challenge children's learning.
- Self-evaluation does not clearly identify current areas for improvement, taking into consideration the views of all staff, children and parents.
- There is limited information for parents and limited opportunities for them to be involved in their child's learning.

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 spoke to the deputy manager, other member of staff and the children.
- The inspector observed the children and staff during all activities, indoors and outside, including lunchtime.
- The inspector viewed a range of documents including children's progress records, planning, policies and evidence of staff suitability.
- The inspector spoke to parents during the inspection and took into account their views.

Inspector

Karen Molloy

Full Report

Information about the setting

Villas Day Nursery registered in 1992 and is managed by a private provider. It operates from the basement flat of a Victorian house and is situated in the Queen's Park area in the London Borough of Brent. Children have access to a playroom and a second room that offers a quiet area and the nursery kitchen. There is also an enclosed outdoor play area. The nursery is open each weekday from 9am to 3pm, 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 12 children on roll in the early years age range. Children attend for a variety of sessions. The nursery gets funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs three members of staff including the manager. They all hold a childcare qualification at level 3. In addition there are two students undertaking a childcare qualification, one of whom is employed at the nursery one day a week.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve planning to provide more suitably challenging activities to support children's learning and development.
- develop planning, observation and assessment systems to demonstrate how children's individual needs and interests are used to inform future planning.

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

- develop the self-evaluation process so that weaknesses can be identified and addressed, taking into account the views of staff, children and parents
- develop the partnership with parents to keep them informed about their children's progress and to develop ways of involving them in their children's learning.

Inspection judgements

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

Children benefit from a calm and caring atmosphere, where they engage in a selection of activities that support them in all areas of learning. They clearly enjoy attending the nursery as they enter happily and settle quickly. They have freedom throughout the day to move between activities and make independent choices. Activities are mostly child led, although staff report that on other days there are more adult-directed activities with more structure and clearer learning intentions. The routine enables children to have a balance of quieter times, looking at books, listening to stories and also time to be active outdoors, using the variety of equipment. Children are busy and engaged. They are offered a range of activities and resources, attractively set out and are supported by the staff. However, children who are older or more able are not always fully challenged to extend their learning. For example, staff are not always proactive in using questioning effectively to extend children's thinking during activities. In addition, the planning does not always create challenging opportunities and many of the available resources are more suitable for the younger children.

Children's communication and language skills are encouraged as they listen to stories and talk about the story. Books available outdoors encourage children to read and sing songs and rhymes, which promotes their language development. On arrival, children learn to find their own name to register themselves. This also helps them develop reading skills as they become familiar with recognising their name. A matching game helps children to learn new vocabulary, as they match the individual pictures to those on their card. Younger children practise their fine manipulative skills as they complete a 'latches' board, manipulating various locks and catches. Children's imagination is fostered well. They have plenty of time for free play as they make birthday cakes with the play dough, blowing out the candles and create aeroplanes with construction materials. Free easel painting allows children to be creative, for instance as an older child paints a 'monster'. Outdoors, children have a range of resources including tyres and crates, which they use to make a bus, inviting all their friends to join them as they go off on a trip, happily singing 'The wheels on the bus.' This also encourages children's social skills, as they begin to play cooperatively and be part of a group.

Children's learning journeys are a useful record of children's progress, depicted through observations and photographs. Staff have also begun to complete the required progress check for children who are aged between two and three years. In addition, staff gather some information about each child through an 'all about your child' system. However, it is not clear how staff use this information to identify the children's next steps or how individual needs and interests are used to inform future planning.

Staff demonstrate a genuine concern and interest in the children and are sensitive to their needs. They engage with children positively and develop close relationships with them and are kind, caring and enthusiastic in their manner. They chat to the children, listen to their comments and in turn, children approach staff with confidence. Children are beginning to take responsibility. For example, they help to tidy up and serve themselves at lunchtimes.

This supports children to acquire the skills for when they start school.

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

Children are cared for in a warm and welcoming environment where staff suitably manage their safety and well-being. Visitors sign in and out of the building and children are supervised well. It is a small group and the nursery has a positive home from home atmosphere, where staff and families get to know each other well. Staff carry out daily safety checks both indoors and outside to maintain a safe and clean environment. Staff promote children's emotional well-being effectively. There is a gradual settling-in process and staff discuss information with parents about the children's individual needs. Staff also complete an observation soon after children start to see how they are settling into the nursery. Staff are considering home visits to new families in order to support this process further. The key person system is established and helps children to feel settled and secure, as they form close relationships with their key person. As a result, children gain a sense of belonging and experience a smooth transition from home to the nursery. 'Show and tell' time provides a valuable link between home and nursery and gives children an opportunity to talk about the item they have brought in from home. This also fosters their social skills as they take turns and 'share' the item with each child, allowing them to try it out and see how it works.

Staff support children's well-being by maintaining the required records, such as medication and accident reports. They know and adhere to children's dietary requirements and provide a varied menu of satisfactory meals and fruit snacks. Children's physical development is fostered as they have good opportunities for outdoor activities, using the climbing frame and wheeled toys to practise their skills. They take great delight in digging for worms and jumping in the puddles. This also ensures children have regular fresh air and exercise to develop their general health and well-being. Children are beginning to develop an understanding of their own health and safety through positive everyday practices, for example, they wash their hands before meals and wait while the adult checks the safety of the outdoor area. Children's independence is developing well. They have their own individual water bottles, which they help themselves to and individual drawers to keep their art work in.

Staff are positive role models and children behave well. They are encouraged to use good manners and be kind to each other. As children give out the cups to the rest of the group, they remind them to say please and thank you, which they duly do. Golden rules have been developed with the staff and children for both staff and children. These are positive and encourage children to look after the toys, help to tidy up and be kind and helpful to everyone. These practices encourage the children's social skills, which contributes towards them acquiring the skills needed for their future transition to school. Children are given much praise and encouragement, thereby promoting their confidence and self-esteem.

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

The nursery staff team has a satisfactory understanding of their responsibilities for meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have attended safeguarding training, understand their role to safeguard children and are aware of the procedures to be followed if they have concerns about children in their care. Appropriate recruitment procedures and the vetting of staff are in place to help ensure they are suitable to work with children. This supports the protection of the children. New staff receive an induction so they become familiar with the expectations and how the nursery operates. Appropriate policies and procedures are in place and some have been updated. For example, staff do not have mobile phones in care rooms and these are kept in the office area. Controlled entry to the premises and a signing in system helps to ensure that the nursery appropriately maintains children's security.

The manager has carried out some self-evaluation and the deputy manager demonstrated through discussion some areas for development, such as home visits to new children and continuing a review of their planning, observation and assessment process, to make it simpler and more effective. Since the last inspection, the nursery has addressed the recommendations. For example, they make more resources available, such as free painting and play dough to support children's own creativity. They use snack time to talk about healthy foods and develop children's understanding of healthy lifestyles. However, staff have not updated the current self-evaluation. It does not identify some of the weaknesses in practice and does not include feedback from staff, children and staff in order to identify areas for improvement. Staff meet twice annually and more frequently on a one-to-one basis with the manager to improve their developing knowledge and understanding of the Early Years Foundation Stage framework. The nursery receives support from the local authority advisory team to help them develop their practice.

Staff have begun to forge partnerships with others such as the early years advisor and support workers for individual children. They have not made formal links with local schools in order to promote a shared approach to children's care and learning. Staff develop firm relationships with parents. They talk with them daily and share information about the children's day. There are some opportunities for parents to meet with staff to discuss their child's progress although this is very informal and left for parents to request. Regular newsletters and information displayed in the nursery entrance generally helps parents to keep up to date with various aspects of nursery life. Feedback from parents is generally positive and they comment on the homely environment, the friendly and approachable staff and how much their children enjoy attending the nursery. However, parents also comment that they would like to have more information about what their children are doing, such as the routine and their child's progress. They are also keen to be involved in their child's learning, so they can support both the nursery and their child's development.

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	137856
Local authority	Brent
Inspection number	813918
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	15
Number of children on roll	12
Name of provider	Nadine Susan Newman
Date of previous inspection	20/02/2012
Telephone number	020 7624 2130

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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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