

The Nest

63 Holly Road, TWICKENHAM, TW1 4HF

Inspection date

Previous inspection date

12/06/2013

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 making good progress and thoroughly enjoy the time they spend at nursery.
- All staff are knowledgeable about children's individual care needs. These close bonds and the friendly environment effectively support children's emotional and physical well-being.
- Children approach staff for comfort and reassurance and staff respond to them with kindness and purposeful care.
- The nursery works very well in partnership with parents to promote children's welfare and learning.

It is not yet outstanding because

- Children's independence is not always fully promoted as those capable of pouring their own drinks and serving their own food are not always given opportunities to do so.
- There is scope to develop young children's early communication skills further, such as providing more commentary during every day routines.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, self-evaluation, policies and procedures.

Inspector

Hazel Farrant

Full Report

Information about the setting

The Nest registered in 2012 and is owned and operated by an individual proprietor who also works in the nursery. It operates from a three storey building in Twickenham town centre in Middlesex. The premises are located near to local transport links, shops, schools and parks. Access to various rooms within the building is via three flights of stairs. There is limited outdoor space but suitable alternative arrangements are made for children's outdoor play through daily visits to several local parks and outdoor play areas. The nursery is open from 8am to 6pm Monday to Friday throughout the year, except for the usual bank holiday closures and one week closure at Christmas and in the summer. Children can attend a variety of sessions. The provision caters for children aged between one and five years old. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 40 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four. The nursery supports children with learning difficulties and/or disabilities as well as those with English as an additional language. The nursery employs 10 members of staff, six of whom hold appropriate early years qualifications. The proprietor holds Qualified Teacher Status. The nursery is just about to complete the Richmond Quality Assurance scheme.

What the setting needs to do to improve further

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

- talk to young children about the sequence of actions during familiar routines, to further develop children's early communication skills
- strengthen children's independence skills by encouraging children to pour their own drinks and serve their own food.

Inspection judgements

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

Children are making good progress and thoroughly enjoy the time they spend at nursery. This is because staff have a good understanding of the learning and development requirements. Staff are well deployed, enthusiastic and eager to help all children settle into the group. Children explore and discover new things as staff provide a wide range of interesting and challenging experiences on a daily basis. The indoor environment contains resources which are appropriate, well maintained and accessible for children. Evidence

from children's 'on-line' learning journals show activities provided indoors as well as daily outings have a positive impact on children's sense of well-being and help all aspects of children's development. Overall, children's reading skills are promoted well in the nursery. Staff encourage and support children's responses to picture books and stories as they read to them. Older children are beginning to link sounds to letters and some are naming and sounding the letters of the alphabet.

The indoor environment is rich in print so that children learn about words in different contexts. Children are well supported in their development in all areas of learning. Overall, most staff are skilled when using open-ended questions and adding commentary to what they are doing. However, not all staff consider how they can provide commentary to every day routines to aid very young children's understanding. Therefore effective communication and thinking skills are not promoted consistently. Children with English as an additional language are equally well supported. Staff obtain key vocabulary from parents and carers and provide opportunities for children to develop and use their home language in play and learning activities.

Children engage in a variety of activities to promote early mark making skills. For example, staff encourage babies to make marks in glue and glitter using their hands, fingers, a brush or sponge. Staff encourage children's awareness of number and counting through everyday activities and children enjoy counting the number of times they can hop on one foot. Children are provided with a wide range of opportunities to use technology. For example, children have access to computers and toys to learn how things work. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Staff have a good understanding of how to promote the learning and development of young children. They have high expectations of all children based on accurate assessment of children's skills, knowledge and understanding on entry to the nursery. Good planning and assessment systems are in place and children's progress is tracked effectively. There are effective systems in place to enable staff to complete progress checks for children who are aged two years. Parents are provided with information about their child's progress daily and they are fully supported in continuing their child's learning at home.

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

Children form close bonds with their key person, who gives daily information to parents verbally and through using an on-line nursery management computer application. Because of the small size of the nursery children also form bonds with all members of staff and are relaxed with everyone. All staff are knowledgeable about children's individual care needs. These close bonds and the welcoming environment effectively support children's emotional and physical well-being. Staff support the children well to move on successfully from home to the nursery and onto other settings. Resources are engaging and plentiful. Resources are stored in clear plastic boxes so that children are able to easily choose their own choice of activity. Children are well behaved. The management team and staff are good role models and use consistent routines to help children learn about appropriate behaviour. For

example, at meal times staff gently remind children about the importance of being kind and respectful to others. Children approach staff for comfort and reassurance and staff respond to them with kindness and purposeful care. For example, staff know when children are feeling hungry or tired and ensure their individual needs are met without delay.

Children are developing a good understanding of their own personal hygiene as they follow daily routines. They are encouraged by the staff to be independent as they use tissues properly and wash hands before eating. Children are gaining good skills in self-care as even the youngest children are learning how to feed themselves. Staff encourage this independence and are all fully aware of children's abilities. However, staff do not encourage children to pour their own drinks or serve their own food at meal times in order to fully promote their independence skills. Staff teach the children to keep themselves safe, and work with them to develop their understanding. For example, they explain how children must take care as they walk up and down the stairs. Staff also encourage children to line up sensibly while they wait for everyone in the group to be ready. Children have lots of fun outside. Each day there is a different outing to a local park or play area where children take part in a full range of outside physical activities. For example, children enjoy climbing up the ladder and propelling themselves down the slide. Other children play hide and seek and pretend they are playing in a jungle. Team games and an obstacle course, along with visits to feed the ducks, are all favourites with the children. As a result, children learn how exercise and fresh air are part of a healthy lifestyle.

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

The leadership team has a good understanding of their responsibilities for meeting all requirements of the Statutory Framework for the Early Years Foundation Stage. The owner, who is also the manager, has many years experience of working with children. He successfully monitors the planning and delivery of the seven areas of learning. For example, he has meetings with all the staff and conducts practice observations and training sessions. Supervision and appraisal meetings help staff to improve practice and to increase confidence. Staff are extremely motivated and very keen to develop the provision. They are encouraged and committed to attend training to develop their knowledge and understanding.

Management pay good attention to evaluating the provision and promoting continuous development. Parents and staff are involved in the quality assurance process to ensure that their views are considered when planning improvements. The management team also reflects on the practice to identify priorities for improvement and has a clear action plan in place to support this. This shows the nursery has a good capacity to sustain improvement. There are clear safeguarding procedures in place. All staff complete child protection training and have a good understanding of their responsibilities in this area. The premises are secure and children are well supervised. Attendance records for staff and children indicate that staffing ratios are met in line with legal requirements. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental

injury. Company recruitment, employment and induction procedures are in place and implemented well to protect children.

The nursery works very well in partnership with parents to promote children's welfare and learning. Parents speak highly of the staff and express their satisfaction with the service provided. They comment positively about the nursery, particularly about the progress their children make and the friendliness of the staff. They also really like the variety of the daily outings the children take part in within the local area. 'On-line' dairies and verbal exchanges make sure parents are kept up to date with their child's care and learning. Policies and procedures are readily available. The nursery has built strong partnerships with other early years providers where children receive care and education in more than one setting. They fully recognise the importance of these partnerships in providing consistency in children's welfare and learning.

The Childcare Register

The requirements for the compulsory 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	EY451724
Local authority	Richmond upon Thames
Inspection number	896476
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	46
Number of children on roll	40
Name of provider	Kenny Leger Mortensen Kjaer
Date of previous inspection	not applicable
Telephone number	07958577654

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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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