

St. Richard's Nursery

St. Richards Church, Sussex Crescent, NORTHOLT, Middlesex, UB5 4DR

Inspection date	18/06/2013
Previous inspection date	31/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 happy and settled because an enthusiastic staff team join in with their play activities. This supports the formation of strong and positive relationships between staff and children.
- Staff support children who are learning English as an additional language well. They do this by reading books in both English and in a child's home language
- Children learn about colour size and shape through staff using mathematical language in play.
- Management monitor children's learning and development well so children overall make good progress in all areas of learning and development

It is not yet outstanding because

- Staff have not developed all possible ways to enable children to explore reading and writing for purpose, for example, by recognising labels on toys around them, and writing in the role play area.

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 interactions with staff
- The inspector talked to staff, children, parents and management
- The inspector carried out a joint observation with the nursery manager
- The inspector sampled documents including staff and children's records, policies and procedures and other relevant documentation

Inspector

Emma Power

Full Report

Information about the setting

St Richard's Nursery opened in 2009. It operates from a Church hall in the London borough of Ealing. The baby unit is located on the first floor with the nursery room located on the ground floor. Children have access to a well organised outdoor play area. The nursery is open each weekday from 7.30am to 6pm all year round. The setting is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 84 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language. The nursery employs fourteen staff, including the manager, of these, 12 staff have an appropriate early years qualification. The nursery is a member of the Pre-school Learning Alliance. The nursery is in receipt of Nursery Education Grant funding for two, three and four year olds.

What the setting needs to do to improve further

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

- enhance opportunities for children to write imaginatively and for a purpose, for example, by providing writing materials in the role play area, and to link written words and their meaning, for example, through labels.

Inspection judgements

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

Staff set-up the resources and activities to provide a rich and interesting environment for children to play and learn in. They organise the nursery environment well so that children can access and choose the toys they would like to play with. Staff use every day items that they carefully clean and recycle such as cereal cartons and juice bottles to enhance children's play and keep them interested and intrigued.

The thoughtful planning of activities means that overall, staff offer children good experiences and learning opportunities which children enjoy and engage in. Staff plan projects to develop children's interests and understanding of the world around them. They have recently completed a project relating to music. Children had great fun creating musical instruments in the garden out of everyday objects. They blew in freshly washed watering cans to make the noise of a horn and collected stones and other items to make shakers and drums. The staff took pictures of the children's adventures and created a book. Children enjoy looking back on the fun they had. This encourages them to feel positive about learning and their time in the nursery.

Staff are enthusiastic about children's play and readily join in games with them. Staff have a good understanding of supporting children learning overall. They use activities and resources generally well to enhance children's development. Staff join in with children's play well to support children's language and social skills particularly well. This, gives children a good foundation for future learning. However, staff do not fully explore all opportunities for children to develop their literacy skills. Staff do not encourage children to practise their writing skills in the role play area, or to take writing materials into the role play area. Also, some resources are not labelled. This means that children do not always link written words and their meaning, or practise writing for a purpose, for example, a shopping list.

Staff are aware of children's individual needs and staff support children who are learning English as an additional language very well. They read stories in both English and Polish and children are encouraged to ask questions in both languages. Staff provide children with plenty of opportunities to express themselves in their home language. They do this while gently supporting them to develop a greater understanding of the English language. As a result, these children make good progress in the nursery.

Staff extend most learning opportunities and ask good questions about colours, size and shape. As a result, children have a good understanding of mathematical ideas and use these ideas to solve problems that they find in their own play. Children take great delight when a member staff asks them if she will fit through a hole in the climbing frame. They carefully size her up and discuss whether she is too big or not. Children thoroughly enjoy the moment as she squeezes through and eagerly follow to see if they will also 'fit.'

Staff keep good records of children's achievements. They observe children's play on a regular basis and use these observations to plan activities to support children's individual development. The nursery has a key person system in place and each child has a key person. Staff implement this system well and key persons have good overview of the individual needs of the children in their key group. Children's records show that they make good progress while attending the nursery and parents comment on how much their children learn.

Parents speak highly of the nursery and return to enrol new siblings. Parents comment on how staff involve them in their children's learning through regular conversations and written diaries for babies. Parents feel the nursery is both welcoming and caring towards their children. Children benefit from the continuity that these good relationships give them.

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

The nursery is warm and welcoming. Children enter the nursery confidently and quickly join in play activities with their friends. Children play well together they share resources and cooperate with each other to play great imaginative games. Staff are good role models and know the children in their care well through the effective key person system.

Staff are enthusiastic and actively join in with children's play and they build strong relationships with children. Children enjoy the company of the staff and copy staff when they hop in the garden or spin hoops. Staff that look after the babies are kind and caring. They sit on the floor with the babies and sing songs. Babies are happy, settled because they feel safe, and secure in their environment.

Staff also have good relationships with parents. A well-implemented settling procedure means children and parents have time to get to know the nursery before leaving the child with staff. Staff offer a home visits as well to obtain an overview of the child in their home environment. Parents comment on how leaving their first child to go back to work was difficult but staff have been informative about their child's time at nursery and they are confident about the good care their child receives.

Staff have clear expectations for children's behaviour and staff support children to behave well. When a member of staff intervenes in a disagreement between two children they listen to her carefully and the conflict is quickly resolved. Behaviour throughout the nursery is good and staff have clear systems in place to support children who find some situations challenging.

Staff have a good understanding of how to keep children safe. They have attended recent training in health and safety and put this training into good practise. Risk assessments are comprehensive and staff take action to minimise risks to children. The nursery is busy and active. Staff supervise children well so children can move around the nursery freely enjoying what it has to offer.

The nursery environment is spacious and provides children with great opportunities to develop physically both indoors and outdoors. The garden area is well equipped and staff effectively support children to move freely between areas. Children have great fun sliding down slides and staff support children to take turns with their friends. Children balance on logs and tyres and play imaginative games of cooking in an outside role-play area.

Children and staff all sit together to eat a freshly cooked meal by the nursery cook. Children all eat well and practise with the support of staff serving and feeding themselves. Staff support children well to become independent and prepare them effectively for new experiences. Staff support children to move through the nursery by using their current stage of development as an indication as to whether they are ready to move to the next room. For example the move from the baby room to the toddler room downstairs is put in place when the child is ready. Children make visits to their new room with their key person, to gain confidence in their new surroundings before they move to prepare them for the change.

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

Staff and management have a good understanding of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Policies and procedures to

protect children's welfare are robust and staff implement them well. The manager carries out thorough checks on all new staff to assess their suitability to work with children. These systems of recruitment are rigorous and applied consistently to anyone who works in the nursery including volunteers and students. Staff all receive training in safeguarding children and are knowledgeable about recognising when to be concerned about a child and the steps to take to protect children's well-being.

New staff meet regularly with the manager or a senior member of staff to follow a comprehensive induction procedure. The manager or senior member of staff will act as a mentor for the new staff member guiding them and introducing them to good practice in the nursery. Staff meet with the management both on a one to one basis and as a team. Staff members take turns in writing the agenda for team minutes so that all staff have the opportunity to discuss matters that feel are important. Management and staff discuss training at these meetings and there is a programme in place for staff to continue to develop professionally. Staff engage in training to support their practice and continually improve outcomes for the children who attend the nursery.

Management have a very good overview of practice within the nursery. The manager is part of the team and works within the nursery. She knows the children who attend the nursery well and puts in place effective strategies to support children's individual needs. Such as employing staff with skills that can support individual groups of children like those who are learning English as an additional language. There are good systems in place to track children's progress overall and quickly identify children who are requiring extra support in an area of development. The tracking system also provides management with information to assess how well the nursery is performing in supporting children's learning and development. Management use this information to devise clear plans for improvement. Management has a clear drive for future improvements and the team have worked hard to implement recommendations from their previous inspection. Management seek the views of everyone who uses in the nursery. They gather suggestion from parents, children in the form of questionnaires and other professionals such as speech and language therapists. This means that they have a good understanding of the nursery strengths and weaknesses. As a result, the management use clear actions plans to bring about improvements that benefit the children who attend the nursery. The nursery has a good capacity to continue to improve.

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	EY389168
Local authority	Ealing
Inspection number	815921
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	84
Name of provider	Zeferina Cooke
Date of previous inspection	31/01/2011
Telephone number	07712 589 817

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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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