

Hendon Day Nursery

46 Allington Road, Hendon, London, NW4 3DE

Inspection date	13/06/2013
Previous inspection date	07/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The passionate and dedicated leadership and management team demonstrate an exemplary knowledge and understanding of the requirements of the Early Years Foundation Stage.
- Children thrive and make excellent progress in their learning and development in relation to their starting points. This is due to outstanding teaching in a highly stimulating environment where children are able to follow their own interests, explore and become active learners, indoors and outside.
- Staff follow very clear procedures which give the highest priority to the safety and wellbeing of children. Staff effectively support children's growing understanding of how to keep themselves safe and healthy.
- Partnerships with parents are outstanding. Parents are encouraged to be fully involved in nursery life and are encouraged to continue children's learning experiences at home.

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 held discussions with management about the provision and the self-evaluation processes.
- The inspector looked at all required documentation and sampled policies, procedures and children's progress records.
- The inspector observed staff in all rooms interacting with children and held discussions with them.
- The inspector observed and spoke to children as they played indoors and outside.
- The inspector took account of the views of parents via discussions, questionnaires and references.

Inspector

Sarer Tarling

Full Report

Information about the setting

Hendon Day Nursery is part of the Asquith Group. It was registered in 1999 and operates from a converted semi detached premises in the Hendon area within the London borough of Barnet. The nursery is set over three floors although children only occupy the ground and first floor. Children are based in one of four rooms according to their age and stage of development. All children have access to secure enclosed outdoor play areas. The nursery is registered on the Early Years Register. There are currently 113 children in the early years age group on roll. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children aged two, three and four receive funding for free nursery education. The nursery supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 18 members of staff, including the manager, to work with children. Of these 14 staff hold appropriate early years qualifications ranging from a Level 3 to Qualified Teacher Status. The nursery employs a cook and has a bank of 17 qualified supply staff.

What the setting needs to do to improve further

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

- spread the innovative practice in supporting all children's language development so that it is of equally outstanding quality throughout the nursery.

Inspection judgements

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

Children have fun and show a real enthusiasm to learn because staff are highly skilled in their teaching and committed to providing exceptional learning opportunities. Parents are actively encouraged to contribute to their child's initial assessment. On-going observations, photographs and examples of children's work make up an 'Incredible Learning Journal' of their time at nursery. Staff use observation and assessment systems which focus clearly on children's interests, what they have achieved and what they need to do next. Meaningful contributions from parents are included. Planning truly embraces all areas of learning in the outdoor and indoor environment. Staff successfully weave individual planning for their key children into the daily programme. As a result, children of all ages and abilities make excellent progress in their learning and development in relation to their starting points.

Staff place a high priority on developing children's language and communication skills.

Staff continually engage with babies. They use lively voices, sing songs and rhymes and mimic familiar words, encouraging babies' early speech. Older children come together to talk in small groups and children who speak English as an additional language are supported extremely well. Networks are formed between families who share a home language. As a result, parents and children feel supported while they settle and someone is available to aid communication. In addition, staff provide visual time-tables and use key words in the children's home languages. Staff have involved parents in creating a wonderful collection of photo and word books in children's home languages. Children learn about the wider world, similarities and differences through these books. The innovative teaching practice in developing children's language and communication is an outstanding feature of the nursery, although it is not yet of equally consistent high quality throughout the nursery.

Children practise their drawing and emergent writing in a variety of situations indoors and out. Babies clearly benefit from exploring both the natural and man-made resources. They play with jelly and spread paint over their bodies. Staff have created a black and white area with bold geometrical designs which successfully hold young babies' interest and help them to focus. Children of all ages explore and investigate the properties of materials such as dough, rice, shaving foam and cornflour gloop, developing their dexterity in preparation for writing. Children eagerly participate in story time as staff bring books to life using puppets and props.

Children express themselves through dance and explore their creativity and design skills as they build models of robots and dinosaurs using recycled items. Children help themselves to a wide variety of materials from the craft trolleys to make their work truly unique. Staff plan outings based on children's interests and, as a result, a group of children thoroughly enjoyed a trip to the museum to see a 'real' dinosaur. Another group visited a farm, while others enjoyed a local shopping trip. The inspirational outdoor area is exceptionally well resourced to provide adventure and excitement as well as enabling children to develop their physical skills. Protective clothing means children go outside all year round. Children tend the flowers and crops they have planted in tubs and tyres. They carefully monitor their growth and observe the wildlife it attracts into the area using magnifiers. Children learn to balance on stepping stones and watch as their cars roll down plastic tubing. Children's enthusiasm is expertly harnessed by staff who engage children in learning about different aspects of science through practical experiences. For example, children observe the changes as they freeze the shells, leaves and twigs they collected in a bowl of water.

Children's mathematical learning is fostered extremely well and they show a keen interest in shape, pattern, size and numbers during their play. Children demonstrate increasing competence in using technology. They independently use the cameras, remote control bugs and walkie-talkies. Problem-solving skills are reinforced while children play educational games on the computer and touch screen smart board. Consequently, children gain the skills they will need for the move onto school. The systems to engage parents in their children's learning at the nursery and in consolidating their child's learning at home are outstanding. Parents are encouraged to record their own observations of their child's achievements at home. Planning is displayed so parents are kept very well informed about the activities their children have taken part in. Staff continually exchange a wealth of information with parents concerning their child's progress. Parents meet regularly with key

staff to discuss and comment on summary reports of their child's progress. This includes the required progress check for two-year-olds.

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

Families say they feel warmly welcomed at the nursery. Children positively benefit from the highly effective key person system. Staff gain an excellent knowledge of each child's backgrounds from parents and this enables them to respond particularly well to children's individual needs and interests. Staff promote children's personal, social and emotional development very effectively. Highly successful settling-in procedures ensure children make a smooth move from home to the nursery. Children are offered plenty of reassurance when they need it, which helps them to feel safe and nurtured. Trusting relationships have developed and children demonstrate high levels of confidence and self-esteem.

Much consideration is given to exhibiting children's work and creating a calm, well-organised and well-resourced environment. All children have easy access to resources regardless of age. For example, babies reach into treasure baskets on the floor while older children help themselves from low storage boxes. This allows children to make independent choices in their play and helps them take responsibility when tidying up. Staff are gentle and relaxed and show a very secure understanding of how to positively respond to children's different behaviour. Staff use explanation and alternative suggestions to help children to understand why certain behaviour is unacceptable. Children learn about boundaries, and how to share with their friends, in a way that they understand. Consequently, children's behaviour is very good.

Staff encourage children to develop an understanding of the importance of leading a healthy lifestyle. Mealtimes are sociable occasions where staff sit with children and talk about the healthy options on the delicious menu. Babies explore and taste new foods as staff patiently feed them. Toddlers are encouraged to feed themselves while older children help to prepare snacks and competently serve their own meals. Drinking water is readily available throughout the day for children to help themselves. All food is carefully sourced and freshly cooked at the nursery. Individual dietary needs are catered for extremely well. Children are physically active and have tremendous fun in the outdoor areas all year round. Gardening, cookery and PE enrichment clubs have been introduced to further inspire children.

Staff embrace opportunities within the daily routine to promote independence in children. Children are encouraged to put their outdoor clothing on themselves before going out to play. They take great pride when they progress from nappies to using the toilet and learn to wash and dry their own hands independently. Babies' health and well-being is given high priority and staff follow excellent hygiene procedures. Staff are fully aware of their responsibilities in keeping children safe. They remain vigilant, while still allowing the children to be challenged by taking well-managed risks in their play. For example, children learn to climb and negotiate ropes and ladders on outdoor climbing equipment. Staff promote children's developing understanding of how to stay safe during emergency

evacuation drills. Children practise road safety skills and learn about people in the community who help us.

Children are sensitively supported by their key member of staff when the time comes for them to move to a new room within the nursery. Much consideration is given to preparing children for the move to school. Staff produce detailed reports to share information with schools. Staff read stories, initiate school role play and visit local schools to build up a photograph album which is used to familiarise and reassure children of the changes ahead.

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

Leaders and managers are intensely passionate about childcare and share a strong vision and high expectations. They demonstrate an exemplary knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Arrangements for safeguarding children's well-being are highly effective. Children are cared for by highly qualified and experienced staff because robust recruitment and selection procedures are followed. Photographs and information about staff and their qualifications are displayed. This means that parents are fully aware that their children are cared for by suitable people. Management implement a thorough induction programme, which provides excellent support for all staff and sets out the very high standards. The performance of all staff is closely monitored and their ongoing professional development is actively promoted by the company through many training opportunities. This ultimately enhances the excellent quality of teaching and learning.

Safeguarding is given the utmost priority. All staff are required to complete and pass child protection training annually. As a result, all staff are clear of their role and responsibilities in protecting children and know to share any concerns about a child's welfare with the designated nursery safeguarding officer. All the required records, policies and procedures, for the safety and welfare of children are in place, well maintained and reflect the outstanding practice. Confidentiality is maintained as records are stored securely and only shared with relevant parties. The premises are very secure and no unauthorised person is able to gain entry. Staff are extremely vigilant and follow stringent procedures to ensure children only eat the food specified by their parents. Staff are highly conscientious in ensuring the safety and supervision of children. Highly effective organisation and deployment of staff ensure ratios are maintained. Records show risk assessment and health and safety checks are rigorous.

There is a superb partnership with parents. They are extremely complimentary about the care and education their children receive. Parents say they feel warmly welcomed into the nursery and are positively encouraged to be actively involved in the children's learning. Parents are invited to share a particular skill they may have or to bring an added cultural dimension, enhancing the learning experience for all children. Regular exchanges of information ensure that all parties are aware of the children's changing needs and that parents are successfully informed about their child's progress. In addition to the nursery

web site, an abundance of informative notices, newsletters, policies and procedures are readily available. This helps ensure parents are aware of how the nursery operates and know how to raise any concerns. Highly effective partnerships with other professionals promote the inclusion of all children. As a result, children needing additional support are provided with targeted plans to help them reach their full potential.

Monitoring of all aspects of practice to inform continuous improvement is rigorous and involves all those concerned, leading to outstanding practice overall. Staff track individual children's progress to ensure any gaps in their learning are identified early. Leadership and management successfully monitor and review the educational programme to continually drive improvement for children.

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	EY286575
Local authority	Barnet
Inspection number	910142
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	73
Number of children on roll	113
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	07/02/2011
Telephone number	0208 203 9020

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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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