

# Active Learning Chiswick Nursery

Quintin Hogg Memorial Ground, Hartington Road, LONDON, W4 3AN

## Inspection date

16/07/2013

Previous inspection date

25/09/2012

## 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

- There are good opportunities for improving staff professional development through a variety of both internal and external training.
- Arrangements for safeguarding are robust, staff procedures are known and understood by all staff.
- Space within the nursery is utilized well to enable children to have a variety of different learning environments.
- Experienced staff have a good awareness of children's individual needs and help support new members of staff in their practice.

### It is not yet outstanding because

- Group activities at certain times of the day are not always effectively organised.

## **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 parents to gain their views.
- The inspector sampled the documentation.
- The inspector observed interaction between staff and children in all three nursery rooms.
- The inspector conducted a joint observation in the pre-school room.

## **Inspector**

Maria Conroy

## Full Report

### Information about the setting

Active Learning Chiswick Nursery registered in 2012 and is one of nine settings owned by a private provider. The nursery operates from a converted sports building in memorial sports ground in Chiswick, in the London Borough of Hounslow. The nursery provision uses seven playrooms, which are organised to meet the ages and stages of the children that attend. Children have access to a secure outdoor play area and an additional wooded area. There is a staircase and a lift installed to access the first floor of the premises. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register. They currently have 67 children on roll. The nursery provides support for children who are learning to speak English as an additional language and those who have special education needs/and or disabilities. There are a total of 23 staff employed to work with the children. Of these, one has Qualified Teacher Status and fourteen hold a National Vocational Qualification at Level 3 and two hold a Level 2 qualification. In addition, there are specialist staff who teach children music, sports, science and Information and Communication Technology. The nursery uses bank staff to cover staff absence.

### What the setting needs to do to improve further

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

- review the organisation of group time activities particularly before lunchtime when children are more likely to be tired and hungry.

### Inspection judgements

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

Staff have a good understanding of how children learn and as a result, they provide a varied range of activities to promote all areas of learning. They observe children and use the information successfully to identify their interests and what areas of their development require further support. Staff have recently implemented a system enabling parents to feedback what their children have been doing over the weekend; which helps contribute towards the planning of the activities. Staff undertake the two-year progress checks, which enables them to summarise children's development in the prime areas of learning, a process which they share with parents.

Staff promote children's communication, language and personal, social and emotional skills well. Children enjoy listening to well known stories and eagerly respond to the open ended questions they are asked, for example , what do you think if we cut it open? Staff

skillfully use real life objects to enable children to find out about different fruits described in the story. They provide opportunities for children to talk about their emotions and different scenarios that may occur and how that person may feel. Younger children enjoy singing their favourite songs and use simple actions to join in. They are learning to take turns and take part in group games, such as rolling the ball to a named person. However, on occasions the timing of the activity means that some children lose interest. For example, just before lunch, some children are beginning to get tired and hungry and find it difficult to join in and follow the instructions.

Children's physical development is well supported. They enjoy dancing to music and waving ribbons around, babies take part in yoga sessions and older children build structures with bricks. Children use a variety of tools, they mark make using pencils, cut paper with scissors and use plastic knives to chop fruit. This develops their manipulative skills in preparation for writing. Consequently, children are developing the skills they need to move onto their next stage of learning.

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

Children are learning to follow a healthy lifestyle. They are encouraged to be independent with their personal hygiene therefore preventing cross infection. For example, they independently wash their hands before lunch time. Healthy meals and snacks are provided in accordance with individual dietary needs and children take part in interesting activities to help them learn about healthy foods. They investigate the different smells and tastes and learn to identify the names of the fruits and make fruit kebabs. Children's physical development is promoted through the range of activities for example, babies pull themselves up from the steady furniture while older children dance, take part in sports and do ballet. .

Babies feel secure due to the effective key person system in place. They happily separate from their parents and engage in the welcoming activities. Children are learning how to keep safe. For example, they listen to stories about road safety and stranger danger. Younger children are learning to stay safe from the daily routines, as they have reins put on while they sit in their low chair for mealtimes. Older children talk about not touching the hot oven during their role play. Children take part in regular fire drills to enable them to learn about how to evacuate the building safely in an emergency.

Children behave well and they are learning to take turns and share; for example, when they use the computer. There are plenty of resources available in all play areas and the space is used well to provide children with different spaces for the variety of learning opportunities. Children's confidence and self-esteem is supported; there are lots of photographs of them taking part in the activities displayed throughout the building. Effective procedures are in place to enable children to move happily from one room to another and links with local schools are being established to help older children manage the change.

Children are motivated and engaged in their learning, due to the well organised activities.

As a result they gain the skills to help support them in their future learning.

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

Staff have a robust understanding of how to keep children safe and implement safeguarding procedures effectively. Policies and procedures are consistently updated, reflecting on practice to strengthen the systems they already have in place. The designated person for safeguarding has attended appropriate training and all staff confidently demonstrate their understanding of how to safeguard and protect children. Recruitment procedures are robust; all new staff have a detailed induction over a three month period, which enables them to gain a secure understanding of the daily practices and systems in place.

There are a number of new staff, and some who have taken on new roles within the nursery. Existing staff provide ongoing support providing continuity for the children in their care. There are effective systems in place for the supervision of staff to highlight any areas for their personal development. Staff regularly attend training including safeguarding, first aid, planning and handover to parents, which has a positive impact on their knowledge enabling them to confidently respond to different scenarios. Staff review risk assessments following any identification of hazards, and preventative measures are put in place. The management investigates complaints effectively and details of the regulator are accessible to parents. Deployment of staff is effective, which ensures that ratios are met throughout the day. Staff supervise children well, providing a safe environment where children can explore and investigate.

Management monitor the educational programme effectively. This means that children make good progress and any gaps are identified and addressed. Self-evaluation is undertaken by management and staff, the views of parents are also fully included. This enables the management to identify a clear plan of action to support improvements identified. Detailed feedback provided to parents following their completion of questionnaires enables them to be kept informed how the nursery intends to address areas they have identified. The nursery undertakes internal audits and these, along with the support they receive from the local authority help contribute to areas they can develop further and ideas on how they can improve.

Partnership with parents is effective. Parents initially share detailed information with their children's through the 'My life outside the nursery' record. This enables the key person to find out more about their children's individual needs and routines, and support each child well. Parents have regular opportunities to attend reviews of their children's progress and to gain handover information providing an overview of their child's day. The nursery keeps parents informed about the nursery, events and any changes by means of the regular newsletter. Parents comment they are happy with the care provided, they like the friendly staff and the good facilities. The nursery works effectively with other parents and other professionals, to support the individual needs and provide continuity of care of children

who attend.

## 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

<b>Unique reference number</b>	EY445287
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	922168
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	87
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Active Learning Childcare (Guernsey) Ltd
<b>Date of previous inspection</b>	25/09/2012
<b>Telephone number</b>	0203 1674994

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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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