

Northwood Day Nursery

Northwood Headquarters, Sandy Lane, Northwood, MIDDLESEX, HA6 3HP

Inspection date	21/08/2013
Previous inspection date	03/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Planning and assessment systems have recently been reviewed. These are proving to be effective in ensuring that there is a clear focus on children's individual learning and development needs. As a result, children make good progress in their learning because activities stimulate them and are linked to their interests.
- Children are very well supported in their transitions within the nursery and their home lives so that they remain settled and secure. New children settle in easily and make positive relationships because staff are sensitive to their feelings. This allows children to quickly become confident with those around them.
- There is a hard working senior management team in place. They have a clear vision for the future and work very closely with the staff, parents and other providers to implement any changes to move the nursery forward.

It is not yet outstanding because

- There is scope to reflect the different ways children learn by extending the use of pictures and photographs so that younger children and those with English as an additional language are able to express their feelings, preferences and make decisions about routines and activities.
- There is room to review the group sizes of children in the pre-school room during routines, such as story sessions and registration times, so that children's attention is always maintained and that they have further opportunities to join in with discussions.

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 practice and the interaction between staff and children. She discussed how planning and assessment is used to ascertain children's achievements and to plan further activities.
- The inspector spent time in all the children's base rooms and outdoors. She spoke to the children and engaged in their physical and imaginative play.
- The inspector carried out a joint observation in the pre-school base room. She spoke to the staff, parents, the manager and the provider about the provision to obtain their views on the service provided.
- The inspector took account of the views parents through questionnaires seen and discussions with some parents on the day of inspection.

Inspector

Maura Pigram

Full Report

Information about the setting

Northwood Day Nursery was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two privately owned nurseries and is situated in a purpose-built building within the secure Joint Services Unit, NATO base in Northwood, Hertfordshire. Children have access to enclosed outdoor play areas.

The nursery employs 19 members of child care staff. Of these, 14 hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualifications at level 2. One staff member holds an Early Years Professional Status qualification. The manager is working towards a level 6 qualification in early years.

The nursery opens Monday to Friday all year round, except for bank holidays and five days over the Christmas period. Sessions are from 7.45am until 5.30pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- develop the use of pictures and photographs showing familiar family members, events, objects and activities so that younger children and those with English as an additional language can be further supported and express their preferences, thoughts and feelings about the activities and their play opportunities
- enhance opportunities for children to have smaller group time sessions during routine activities, such as registration and story times so that these are sharply focused and offer relaxed opportunities for children to further develop their language and social skills.

Inspection judgements

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

The nursery offers a welcoming environment where children confidently try the activities on offer. They enjoy free flow play as they move between the resources and activities with

good staff support to enhance their learning and development. As a result, children make good progress in their learning. Personal, social and emotional development of children is given a high priority. For example, information gained from specific training related to this is effectively used. As a result, children are helped to develop good social skills. During the inspection, children are heard to say 'we share' and 'your turn now' during their play. This high emphasis on the promotion of personal, social and emotional development prepares children well for the next stage in their learning, such as starting school. Children mark make as they access crayons, pencils and paper in relation to their play. For example, children draw on chalk boards in the garden and older children use clip boards to write shopping lists when visiting the nearby shop. Following this visit, they enjoy making their own shop and have fun recreating their experience of operating the cash till and buying items. This supports their early mathematical skills and their understanding of numbers. Regular trips in the local area help reinforce a sense of community. Children find out about the natural world as they grow and care for plants in their outdoor play area.

Staff are very attentive to children's individual needs. For example, they get down to the children's level and join in with their play. They offer support and guidance as necessary so that children enjoy their play. Open-ended questions to extend children's vocabulary and thinking are used during children's play and routines. Staff listen carefully to the children's responses and praise children for their attempts when they are developing their language skills. This promotes children's self-esteem. However, on the day of inspection, it was noted that group sizes in the pre-school room were large during routines, such as, story times and registration. As a result, some children become unsettled and the learning experience of sharing stories and developing children's thinking and language skills is not as effective as it could be. Overall, children in the pre-school room enjoy exploring resources set out for them and demonstrate that they are active learners. As a result, their independence is promoted. Recently, their learning was extended through a topic related to superheroes and princesses. This engaged all children and supported emerging writing skills effectively.

Staff use simple sign language and gestures with those children who require additional help in developing their language skills, including those with English as an additional language. This helps to develop children's understanding and make connections in their learning. Key words used by children are obtained during the settling in process and are used during the day. However, staff have not fully explored other ways to support some children's understanding, such as, routinely using props, visual cues, pictures and real-life objects, to demonstrate what is being said so that all children's understanding of language is further enhanced. In the toddler and baby rooms, there is scope to use photographs of familiar family members and objects so that younger children can express their thoughts and feelings more effectively.

Babies and toddlers show that they are curious to explore their surroundings and demonstrate the characteristics of effective learning. For example, they enjoy taking part in a wide range of sensory play activities, such as, exploring paint, pasta and paper. They love making interesting noises using pots and pans and beam happily to the attentive staff. Cosy areas with a range of household items offer a stimulating activity. Good interaction by the room leader who is a good role model ensures babies communication skills develop well; they enjoy listening to stories, songs and nursery rhymes. This

supports their emerging language skills. Those developing skills, such as climbing, are well supported through the use of boxes and suitable play equipment.

Staff are aware of children's starting points and capabilities, through effective communication with parents, settling-in procedures and discussions between the staff who have worked alongside the children. A recent review of observations and assessment methods has had a positive impact on children's learning and development. For example, each child now has a personalised action plan which is used to promote their learning and development. These are shared with parents through discussions and parent meetings. During these times, information about their children's progress and what they can do at home is shared. As a result, activities are meaningful to children and parents are involved in their child's learning. Children's assessments, progress and staff's planning are overseen by a senior staff member and regularly reviewed to explore what system works best. Staff carry out the required progress check at age two and share this with parents. Ideas to support children's learning are shared to ensure effective continuity in children's early education. Staff have high expectations and a good knowledge of how children learn. Children who need extra assistance in their learning and development are well supported. For example, they are carefully observed and advice from outside agencies is sought and acted upon. This is sensitively shared with parents and individual support plans are quickly devised. This means that early intervention is effective in helping children make good progress according to their individual abilities. Overall, children are well equipped with the confidence, knowledge and skills necessary for their future learning.

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

Children feel happy and secure and form close bonds with the established staff who take positive steps to get to know the children and their families well. Staff work closely with parents to discuss children's routines and mirror home routines in the nursery so children's needs are met. Babies and toddlers smile broadly when staff talk and play with them showing close attachments. A key person system is well embedded, and parents are complimentary about the provision and the bonds their children have with staff. For example, they say, 'they helped my child feel settled and comfortable with other children' and that 'the staff are friendly, my daughter loves them'. A high emphasis is placed on developing children's personal, social and emotional skills. As a result, children learn how to behave well towards each other and learn how to manage social situations. For example, transitions within the nursery are very well managed so that children have a clear understanding of changes and the time frame that this will occur in. Prior to the expected change, such as moving rooms, children help to create a visual time-line so that it can be used to support the change in their routine. This is also successfully used to help children adapt to family circumstances, such as, moving of premises or changes to parents working patterns. When children move within the nursery arrangements are made for their key person to move with them so children settle in quickly and information can be effectively shared.

Children's behaviour is closely monitored so that positive steps can be taken to address any issues promptly. Clear communication with parents and other professionals means that children's needs are effectively met. Staff support children's understanding about

staying safe effectively. For example, they are given gentle reminders about how to keep safe in the sun and can handle equipment and tools safely. Good supervision by staff ensure babies are safe at all times. For example, staff sit with the children at all times and regularly check sleeping children to ensure they are settled and comfortable. Older children demonstrate very good self-help skills, particularly at meal times when they help to lay the table and hand out plates to their friends. Other good examples include toddlers and pre-school children serving themselves during snack and meal times. Resources are of good quality in all of the base rooms and are monitored to ensure they remain in good condition and are well-organised. This means that children can easily select resources and make independent choices. Overall, children develop good levels of self-esteem to help them move forward in the next stage of their learning.

All children are secure in their understanding of healthy practices. Food is prepared using fresh ingredients and staff know children's preferences and dietary needs. The close partnerships with parents ensures that any changes needs are continually discussed and met. This means that there is a continuity of care between parents and staff. Children have access to fresh drinking water at all times. At lunch times, staff sit with children encouraging good social skills, babies' independent skills are promoted and older children enjoy chatting about what they have been doing. Children follow efficient personal hygiene routines and independently wash their hands before eating. Staff follow good care practices, such as nappy changing and discuss with parents on collection how their children's care needs are met. Children benefit from fresh air and daily exercise in the well-resourced outside area. Recently, they have enjoyed growing flowers and vegetables. They love riding bikes and cars where they learn to negotiate space. Partnerships with parents and outside agencies are strong so that the needs of children are promptly met. Staff are working hard to build links with local schools. They invite teachers into the nursery to discuss the children's progress. In addition, staff are in the process of developing photographic books of local schools so that transitions can be further promoted.

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

The nursery has a long term senior management team in place. They are well supported by the provider. They work very well together, are well-organised and are effective in monitoring how children learn and develop and have a clear vision for the future. The day-to-day manager of the nursery is well-organised and knows the strengths of the team well. She carries out regular staff appraisals so that training needs can be supported. Staff roles and responsibilities are clearly defined and are monitored effectively to ensure the smooth operation of the nursery. For example, staff are taking on extra responsibilities such as, the development of a further parent notice board dedicated to the Early Years Foundation Stage. In addition, the nursery has a nominated member of staff with Early Years Professional Status who supports staff in their planning and assessment with the manager. As a result, the provision is effective in meeting the needs of all children who attend and any potential gaps in children's learning are quickly identified.

This inspection has been brought forward as part of Ofsted's selection of provisions to

have an early inspection. The inspector found that the provider always ensures any recommendations or actions made by Ofsted are quickly implemented and monitored so that the impact to children is beneficial. For example, a recommendation relating to the equal opportunities policy has been effectively addressed. This has been updated to show procedures that staff routinely carry out to ensure children feel fully included. In addition, since the last inspection, the children's base rooms have been re-organised to reflect the changing needs of children. As a result, mobile babies now have use of a larger space where they can safely explore the environment. Any issues raised by parents are taken seriously and always acted upon quickly so that a quick solution can be obtained. As a result, children are settled and parents are very happy with the care and learning provided.

High regard is given to safeguarding children. All staff attend regular safeguarding training and first aid training to ensure their knowledge is up-to-date. They have a secure knowledge of the indicators of abuse and know who to contact should they have any concerns about children in their care. High priority is placed on protecting children's welfare; the manager follows stringent procedures working with outside agencies when necessary. Risk assessments of all areas on the premises are thorough and high security systems ensure children are safe. Recruitment, vetting and induction systems are robust and all staff have appropriate checks to ensure they are suitable to work with children. All required documentation needed to meet the welfare requirements of the Statutory Framework for the Early Years Foundation Stage is in place. Self-evaluation is effective and takes into account the views of staff, parents, and children and outside agencies.

There is a well-established partnership with parents. They speak highly of the nursery. They feel valued as they are able to contribute to the operations of the nursery through the completion of regular questionnaires and through the parents forum. They state that 'the nursery is a wonderful place where their children have fun and learn'. They feel well informed about their children's progress and wellbeing. The welcoming foyer provides a broad range of information about the services provided within the nursery and the local area such as, the children's centres activities. In addition, the detailed policies and procedures are regularly reviewed and are also easily available for parents and/or carers.

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	EY218985
Local authority	Hertfordshire
Inspection number	915382
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	0
Number of children on roll	0
Name of provider	Helen McIlrath
Date of previous inspection	03/04/2012
Telephone number	01923957028

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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