

The Old Rectory Nursery

Old Rectory, Church Road, Cranford, Hounslow, Middlesex, TW5 9RY

Inspection date

27/08/2013

Previous inspection date

27/07/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff are kind, caring and sensitive towards the children's needs.
- Staff know the children well and plan suitable, challenging and exciting activities that help them to make good progress in their learning and development.
- Children are confident in the setting.

It is not yet good because

- The provider has failed to notify Ofsted of an significant event as required.
- A record of complaints has not been kept.
- Staff do not take full advantage of opportunities to help children to gain independence skills.

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 observed children as they played both inside and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector talked to the manager and staff about the running of the nursery and their understanding of their roles and responsibilities.
- The inspector took into account the views of the parents.

Inspector

Julie Biddle

Full Report

Information about the setting

The Old Rectory Nursery registered in 1997. It is registered on the Early Years Register. It operates from a building in the London Borough of Hounslow. Children have use of rooms over two floors. The rooms include a dedicated sensory room, library, IT suite and dining room. The nursery is open each weekday from 7.30am to 6.30pm Mondays to Fridays, for 50 weeks a year. There are 11 members of staff working with the children, all of whom have a relevant early years qualification. The nursery manager holds an early years degree. The nursery employs a cook and an assistant cook. There are currently 73 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery is part of the ECAT (Every Child A Talker) scheme.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a written record of any complaints and their outcome.

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

- extend opportunities for children to develop their independence, particularly in relation to snack and meal times

Inspection judgements

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

Staff plan a range of activities that are fun and exciting for the children. They observe children during their play and make use of the local authority tracker documents to demonstrate how the children are making good progress overall. This information is used by staff to accurately assess what children know and can do so that they can plan activities that provide suitable challenge and extend children's learning and development towards the next steps in their learning. Staff use routine events such as lunchtime to encourage the children to talk about colours, but they do not take advantage of the opportunities meal times present to help children to gain independence skills. Children enjoy choosing the colour of their cup. Completed learning journals for each child show parents how they are progressing. These include a range of observations and photographs

of the children during activities. The setting completes the required progress checks for two-year-olds, which are shared with parents. Parents are encouraged to contribute towards their child's assessments through discussions with staff. As a result, parents have opportunities to be involved in their child's learning.

A suitable selection of activities and resources is set out for the children to play with and staff encourage children to pursue their own interests. Consequently, children are able to make independent choices about where and what they play with. Children have opportunities to understand where their food comes from. They are delighted to harvest and eat the carrots they have grown and cared for.

Younger children are given support when needed from staff who are kind and sensitive to their needs. For example, the staff comfort children who are distressed and unsure. All children receive good support in their communication and language development. Staff continually talk to the babies using familiar words and songs. Older children are encouraged to engage in conversations and show increasing vocabularies. Staff support children learning English as an additional languages by incorporating community languages in discussions, using words they learn from parents in children's home languages and using a pictorial timetable. Children make sound progress in their physical development. This is because the outdoor learning environment is well planned with a wealth of stimulating, thought-provoking activities to develop their physical skills. For example, staff use blocks and planks which are used by children to balance and climb. The children are pleased to make their way around the course and jump off at the end. The garden provides a large space for the children to explore and they enjoy looking for bugs under pots and caring for their tall sunflowers. Children are confident as they count and recognise letters in the environment. Many of the children write their own names. The children thoroughly enjoy their time in the new information, technology (IT) suite and library. They have access to a varied interesting range of books that are both fiction and non-fiction. This supports children, as they begin to understand how print carries meaning. The staff enhance story time using the story sack props they have developed. Children show skill using a camera to take pictures of their friends, laughing as they capture the image.

Children are supported well as they prepare for their next steps in learning. For example, the manager has started to make links with local schools and has invited teachers to see how the nursery supports the children. In addition, the staff arrange activities such as changing into sports kit and eating a packed lunch to prepare the children for their move to 'big school'.

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

Staff appropriately support children to understand the importance of suitable hygiene practices. Older children have made their own books describing how they wash their hands and clean their teeth. An effective key person system ensures that children are able to form strong attachments with staff. Parents are invited into the nursery for coffee mornings and to help with activities. This means parents feel included and valued by staff.

Parents complete detailed information about their children which includes key words in their home language. This supports staff to ensure the children are fully included and their home life is valued and respected. In addition, this helps support consistency in the children's care and promotes a smooth transition from home to the nursery. As a result, children settle into the life of the nursery well. The manager and staff have well-established multi-agency links that provide access to specialist knowledge, skills and resources. This enables the successful inclusion of children with additional needs and ensures they have the necessary support to help them achieve.

Children are warmly welcomed by staff; they settle quickly and become familiar with the daily routines. Children demonstrate awareness of their own and others' safety. They are encouraged to help at tidy up time, to take care of the resources and equipment and know where equipment belongs.

Children learn about healthy lifestyles through daily outdoor play. They engage in physical exercise as part of everyday activities enjoying walking to the local park. As a result, children's health and well-being are effectively promoted. Children are provided with a suitable range of healthy snacks and meals. Meal times are social occasions and children enjoy talking to their friends and staff about their favourite activities and what they have done at the weekend. They have fun as they guess the age of staff, laughing when they reach a 'big number'.

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

This inspection took place because of concerns about the safety of children. Ofsted learnt that an incident had taken place when a child was left unsupervised outside. The provider failed to fulfill their duty to notify Ofsted of a significant incident, as required. The provider is now fully aware of when to inform Ofsted of significant events and on this occasion Ofsted are taking no further action. Following the incident the provider, manager and staff team reviewed security arrangements and risk assessments. They have implemented a more robust procedure to monitor children as they move between the indoor and outdoor play environments

The manager is supported by her deputy and senior staff in the running of the nursery and together they oversee the educational programmes and the supervision of staff sufficiently well. Staff have a suitable understanding of how to safeguard and promote the welfare of children. They are aware of the signs and symptoms that may alert them to any concerns. All staff know that they have a shared responsibility to report their concerns to the designated safeguarding officer. This helps to ensure children are protected from harm. Risk assessments are effective and reduce hazards within the nursery meaning children can play safely both inside and in the garden. Suitable procedures are in place to ensure that all those working with children are appropriately vetted, including obtaining references and a Disclosure and Barring Services check. All staff suitably inducted to ensure that they are fully informed of the policies and procedures that are in place. Effective staff deployment ensures that the required staff-to-child ratios and children's

individual needs are met. The manager monitors staff practice and uses regular supervision sessions to discuss strengths and areas for improvement. In addition, staff have access to regular training, both mandatory and specific training according to their individual needs and interests. The manager has started to update their self-evaluation and is working with the senior team to complete this. Parents complete questionnaires and their comments contribute to the evaluation of the setting. Parents are pleased with the care their children receive and describe 'feeling comfortable in the nursery'.

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	116187
Local authority	Hounslow
Inspection number	931760
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	74
Number of children on roll	73
Name of provider	The Old Rectory Nursery Limited
Date of previous inspection	27/07/2011
Telephone number	0208 897 3999

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

