

Alperton Day Nursery

360 Ealing Road, Alperton, Wembley, Middlesex, HA0 1PF

Inspection date	23/08/2013
Previous inspection date	22/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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		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 make outstanding progress in their learning because the staff provide a stimulating range of activities which are very well matched to the children's individual needs.
- Children enjoy attending the nursery, they are motivated to learn and behave well.
- The nursery works very closely with parents who say their children make very good progress.
- The manager evaluates the provision regularly and thoroughly. She uses the feedback from parents and staff to identify what can be improved and takes prompt action to implement changes.
- All staff show very good concern for children's security and well-being. They follow robust procedures to ensure that the children are safe.

It is not yet outstanding because

- Resources to help children to extend their imagination outdoors are not extensive.

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 present playing in each of the classrooms and in the garden area, engaged in a wide range of activities.
- The inspector reviewed children's records and a sample of other documentation such as risk assessments, records of accidents and the nursery's policies and procedures.
- The inspector talked with parents who were available during the inspection about their children's progress.
- The inspector talked with staff about the assessment of the children's progress, their understanding of safeguarding, the nursery's procedures and the professional development of staff.
- The inspector observed staff caring for children at meal times, when supervising nappy changing and sleep times.

Inspector

Gill Walley

Full Report

Information about the setting

Alperton Day Nursery is managed and operated by Bright Horizons Family Solutions Company. It opened in 1992 and operates from a purpose-built building. It is situated on the grounds of the Sainsbury supermarket in Alperton in the London Borough of Brent. There is an enclosed outdoor play area. The nursery is open Monday to Friday from 7am to 7pm all year round except for Bank Holidays. There are currently 73 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and who are learning English as an additional language. The nursery employs 12 members of staff and all hold appropriate early years qualifications. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- provide children with more resources to develop their imagination and retell favourite stories in the outdoor area.

Inspection judgements

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

The nursery provides an extensive range of highly motivating activities for the children. As a result they make outstanding progress and develop their skills extremely well in all areas of learning. Toys and resources are plentiful and suitable for the children's age range and interests so that children develop their concentration well. They are easy to reach so that children can choose what they want to play with and develop their independence well. Children develop their imagination well through role-play and dressing up. They show their interest in books, which are appealing and stored where children can reach them easily. Children develop their early writing skills well through enjoyable tasks such as chalking on a wallboard in the garden. Babies learn to grip different pens and pencils and older children learn to write their names on their paintings that are displayed on the classroom walls. The learning environment is extremely rich in print, so that the children begin to recognise words and older ones can associate letters with the sounds they make. Toddlers sing songs to help them remember the order of the alphabet. Children develop their understanding of number extremely well through counting, sorting and matching games, and by completing an extensive variety of puzzles. The staff use every opportunity to consolidate this understanding by counting with the children and asking them questions

such as, 'how many would you have if you added one more?' and, 'who has the largest teddy and who has the smallest one?' All staff challenge the children well through their questioning so that they explain their understanding and learn to solve problems independently. As a result, children can explain how materials, such as sand, change when water is added, and why water pours down a slope. They can also explain that their paintings dry because the water evaporates and that spinners in the garden move according to the direction of the breeze.

Children develop their confidence in using technology by playing matching games on the computers and older children can explain the functions of different parts of their computer. The children develop a wide range of creative skills through printing and collage. They create interesting wall displays. For example, some show children's understanding of different parts of the body, or the vegetables they have grown and tasted.

Children learn about others' backgrounds and differences through celebrating festivals of different cultures. such as Eid, visiting local places of worship and playing with multicultural toys and dolls with disabilities. Children enjoy educational visits, for example to the train station, canal, farm and local park to feed the ducks in the pond. These give the children many experiences to stimulate discussion and extend speaking and listening well. Staff use these occasions very well to teach children about road safety so that they begin to take some responsibility for their own safety. Children use the garden constantly and develop their physical skills extremely well. Staff recognise that many children prefer to learn outdoors and they provide enjoyable activities there at all times of the year. Children learn the conditions plants need by growing vegetables and herbs. Toddlers handle and talk about fresh vegetables while older children cut vegetables and examine the shapes and patterns they see in them.

Staff support the learning of the youngest children whilst challenging the older and more able children extremely well. In the role play area, toddlers talk about the flavours of the ice creams they pretend to eat. Older children were asked how much they cost and how much money they would need to buy two or three ice creams, so extending their mathematical skills. Staff understand children's interests and needs well so that they can provide activities that motivate the children to develop further skills and develop their curiosity. Adults talk to the children constantly to model vocabulary and support them in developing their communication skills further. Children are extremely confident to talk to visitors about their learning and experiences. Children who have special educational needs and/or disabilities and those who are learning English as an additional language make excellent progress because the manager and her staff have rigorous procedures for seeking the right support for them and for adapting activities extremely well to meet individual children's needs. The staff carry out specific assessments, such as the progress check for two-year-olds, so that any need for additional support for a child is identified and acted upon promptly. This ensures that children acquire significant skills and attitudes for the next stage in their learning.

Children form secure relationships with the adults who look after them because they know them very well and demonstrate their concern for their security and well-being. Children play very well together, sharing toys and taking turns. They behave very well and the adults are good role models. Older children are protective of the younger ones and younger children develop very good social skills by playing with their older companions. Adults know the children well and praise them constantly for their achievements so they develop high levels of confidence and self-esteem.

The premises are safe and there is secure entry system. If a child is distressed, staff respond well with reassurance and warmth, often talking to them about their families whose photographs are displayed. Staff contact parents during the day if they feel there is any matter which they should share with them. The nursery is welcoming and there are very good routines throughout the day. Children always know what to expect at meal and sleep times. Children have their own key workers but other adults also know and care for the children so they develop positive relationships with several people. Parents particularly appreciate this and value being able to talk to any member of staff if they have any concern. The children have daily records for notes about the child's day and their achievements that are shared with parents so that they are fully involved in their children's development. This information also helps parents to support their children's learning at home if they so wish. Parents make their own observations at home and staff use this information well when they are planning activities. They know what toys and activities children most enjoy.

Close links with parents help staff follow the routines of the youngest children, for example how and where they like to rest, so that they meet their physical needs well. Staff are especially thorough in supporting the children when they begin attending the nursery, offering as many settling in visits as parents require. The manager asks parents for detailed information about their children's routines and interests to help staff to plan activities they will enjoy. The nursery also supports children well as they move on to the next room, sharing detailed information with the staff who work in the new room so that children settle easily, adjust to a more challenging environment and relate to different adults.

Children learn to use outdoor equipment safely and older ones explain to visitors how they should evacuate the building in an emergency, demonstrating how well they understand what to do. This is because the staff help children develop responsibility for keeping themselves safe in a wide range of situations. They encourage the children to become increasingly independent, such as putting their shoes on. Older children help themselves to water from the dispenser and babies reach cups labelled with their photographs.

Resources are plentiful overall, and available for children to choose, although there are few resources to help children retell their favourite stories, especially in the garden. Toys are labelled in English and in the languages their families speak at home, to help children recognise different scripts and to show that languages are valued.

Older children learn to manage their personal care well through good support from staff. They know how to wash and dry their hands thoroughly and when they need to do so and

explain why and how they clean their teeth. Mealtimes are extremely calm and sociable occasions when children enjoy healthy food choices and learn good table manners. They are encouraged to talk to one another and to the staff supervising them. They experience foods they may not eat at home so that they are willing to eat a wider range. The older children develop their sense of responsibility by helping to pass food and water to one another. Adults support them well, for example by showing them how to cut their food. Nappy changing routines are hygienic and babies are well supervised while they sleep. Each child's supplies are labelled so that there is no risk of cross infection, and supplies are safely stored out of children's reach.

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

Following concerns about ratios, safety of children, and meeting individual children's needs. Ofsted visited and issued notices to improve in relation to staff deployment and the supervision of children. The provider was also required to maintain a record of the children being cared for on the premises and their hours of attendance, and to promote the good health of children by implementing a policy and procedures for administering prescribed creams and ointments. Subsequent monitoring visits by Ofsted found that, although the provider had made some improvements, they had not addressed the issue about staff deployment and the attendance register sufficiently. The provider was issued with welfare requirements notices to ensure these outstanding breaches were rectified. In addition, Ofsted issued notices to improve the information gained from parents about children's dietary needs, the policy and procedures for administering medicines and the behaviour management policy. A further monitoring visit by Ofsted in June 2013 showed that all requirements had been met.

This inspection found that all requirements continue to be met. A new manager has made positive changes and has met with staff to ensure practice is consistently good. All staff manage children's behaviour positively and effectively, and information about children's dietary needs is obtained and used to meet children's requirements. The medication policy is known and implemented by all staff. The manager and her staff have evaluated the provision rigorously because they are ambitious and keen to make further improvements. They also work very closely with the regional manager of the company and its early years advisor.

All staff understand how to keep the children, including babies, safe in a range of situations. Adult to child ratios are maintained well, staff supervise children very closely at all times and know how to manage emergencies. They understand how to reduce the risk of accidents, for example by talking to children about the care they need to take on outings. All staff demonstrate their understanding of safeguarding and update their training in this frequently. The systems for recruiting and vetting staff are extremely robust.

The new manager has reviewed all policies thoroughly. All staff, as well as parents, can access information about the nursery's policies and procedures easily. Staff are appraised

routinely and undertake training frequently so that they develop their expertise. They are an experienced and dedicated team. New staff feel well supported by colleagues and receive good induction. The staff work as a cohesive team and meet regularly to plan together and evaluate the children's progress. The nursery has a robust system for recording and monitoring the progress children make and ensure that they continue to do so in all areas of their development.

The nursery works very well with parents, who feel that their children are always safe and cared for well. They understand how well their children are progressing in each area of their learning. They feel the children make especially good progress in developing their social skills so that they are confident to talk to adults and to other children. The nursery seeks parents' views and responds to their suggestions. A new parents' forum has been set up so they can be fully involved in evaluating all aspects of the provision. The nursery works very closely with other agencies where children need specialist support. This liaison ensures that all children are included and make as much progress given their starting points.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	137754
Local authority	Brent
Inspection number	931341
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	73
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	22/02/2011
Telephone number	020 8566 7663

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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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