

# The Brentford Day Nursery

St. Pauls Old School, Half Acre, Brentford, Middlesex, TW8 8BH

<b>Inspection date</b>	30/08/2013
Previous inspection date	04/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff question children effectively and encourage development of children's thinking and language skills.
- Staff incorporate children's interests in planning and this results in high engagement of children in activities.
- Staff maintain good quality assessment records of children and use these to inform planning well.
- Parents have good opportunities to contribute to their child's learning and development.

### It is not yet outstanding because

- Links with local schools are not fully established to support children moving to school.
- Although children are making good progress in mathematics, there are fewer resources on display to promote all aspects of this area of learning.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector spoke with parents, staff and children and took their views into consideration during the inspection.
- The inspector had a discussion with management.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

The Brentford Day Nursery opened in 2000 and is one in a chain of nurseries run by Bringing up Baby Limited. It operates from a two storey building in Brentford, in the London Borough of Hounslow. The nursery is open each weekday from 7.45am to 6.15pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 67 children in the early years range on roll. The setting receives funding for the provision of free early years education for children aged two, three and four years. The nursery employs 11 staff, of whom nine staff hold appropriate early years qualifications. Of these, six staff hold early years qualifications at level 3; three staff hold level 2; and two staff are unqualified. The nursery receives support from the local authority early years department. The nursery is registered on the Early Years Register and the compulsory part 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:

- widen links with local schools to support children who are moving on to school more effectively
  
- consider ways to increase the range of resources to further extend children's understanding of mathematics.

### Inspection judgements

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

Children make good progress in this child-led, happy setting. Staff take full account of children's interests and skills to plan a wide range of interesting activities based on the areas of learning. There is a good balance between structured adult-led activities and child-initiated play to support children's development. Specialist language teachers provide French lessons to children and this supports children's language development.

Children get to know each other and build social skills during group welcome sessions. They sing songs as they greet each other and learn about each other's families through discussion. Staff develop children's number skills by asking them to count how many brothers or sisters they have. Staff introduce mathematical vocabulary to children as they discuss whether their siblings are taller or shorter than they are. However, there are fewer displays to offer children further support in developing their mathematical skills. Children

choose stories which staff read to them in lively voices. Staff ask children questions about the story. This encourages children to practise their language skills through their answers and by making spontaneous comments about the story. Children recognise their name cards on arrival and develop their early writing skills as they practise writing their names on their art work. Children's understanding of the world is developing well, as they learn about how plants grow by planting and observing the growth of seeds. Children explore the texture of play dough and use small hand muscle movements to create three dimensional models. Overall, these activities help to develop children's skills for future learning.

Staff help babies to learn about loud and soft sounds while they play with different musical instruments. This helps to develop their listening skills and encourages small group participation. Toddlers enjoy making marks and practise their drawing skills by using coloured crayons on large sheets of paper. Babies explore different textures in baskets using their developing senses. Staff help babies to learn new words, such as 'rough' and 'smooth' to describe the objects and increase their vocabulary. Babies develop their understanding of the world by observing features of every day objects. Staff follow the lead of babies and respond readily to babies' interaction. This helps babies to develop trusting relationships and promotes early communication. Babies and toddlers enjoy practising their physical skills as they crawl through tunnels, walk up the stairs to a low level platform and go down a slide. This activity helps young children develop control of their larger muscles and builds confidence in their physical abilities.

The outdoor area provides some interesting challenges to children and encourages free expression. For instance, children use wooden planks and bricks to build their own designs, which they climb and balance along. They practise their throwing and kicking skills while they play with balls, and balance hoops to roll them across the ground. Children ride on wheeled toys confidently and negotiate space effectively as they steer their vehicles around the outdoor area. These activities provide children with fresh air and exercise as they extend their physical skills and become increasingly confident in their movements.

Staff have very good knowledge of children's skills and abilities because they carry out high quality, regular observations. These are evaluated, along with other evidence of children's work and achievements, to determine children's next steps for learning. Progress checks are completed for children aged between two and three years and written summaries are provided to parents. These checks help staff to evaluate children's progress from their starting points. They also provide parents with a picture of their child's abilities in relation to the Early Years Foundation Stage. Parents share their observations of their child with staff and this provides good ways for parents to contribute to their child's learning. Staff keep parents informed of their child's development through daily interaction and through regular meetings where parents review their child's assessment records. This shared approach provides continuity of children's learning and development.

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

Children are happy, confident learners. They relate well to each other and have strong, warm relationships with staff. Staff readily adapt routines to meet the needs of babies and this helps babies to settle well. Staff find out about children's likes, dislikes and skills from their parents and their early observations of children at play. They use this information to provide engaging experiences for children which follow their interests and provide appropriate challenge.

The environment is well-resourced and organised effectively overall. Children's free choice is encouraged by low level accessible resources. This means children are able to make decisions for themselves and build their self-confidence. Children are learning to keep themselves safe and behave in safe ways. For instance, they know to walk indoors and to line up sensibly as they travel to different parts of the nursery. Children also know how to handle tools and materials safely. This is because staff help children to learn safe practices as part of nursery life. Children have a good understanding of hygiene routines and know the reasons why these are important. They show good self-care skills and use the bathroom independently at appropriate times. Staff change young children's nappies in comfortable, clean and private areas, which helps to support their early understanding of health and hygiene.

To support children's healthy lifestyles, the nursery cook prepares nutritious, appetising menus, catering for children's individual dietary requirements. Staff teach children about the benefits of eating well and about making healthy choices. Children demonstrate their understanding as they select healthy fruit snacks. Children's healthy lifestyles are further supported by daily opportunities for fresh air and exercise in the outdoor area as they practise a range of physical skills.

Children behave well because staff use a good range of effective strategies to encourage positive behaviour. For instance, they praise children often and talk to children in calm, clear voices. Staff agree simple ground rules for behaviour with children who understand and adhere to rules well. Staff encourage children to think about any behaviour issues and to suggest their own solutions. Staff manage the behaviour of younger children in appropriate ways, for instance, by using distraction techniques. Staff help children to prepare for the move to school by talking to them about school life. However, links with local schools to support children who move to school are not currently fully developed. Children spend time in new group rooms at the nursery to get used to staff and the environment.

Staff discuss and celebrate a wide range of special events to help children to understand and value difference. For example, children use henna dye to paint patterns on their skin to celebrate Diwali. This helps children to understand the diverse world we live in and that there are many ways to celebrate important cultural events in people's lives.

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

Staff keep children safe in this organised nursery. They carry out comprehensive risk assessments covering all aspects of the nursery, including outings, to protect children from harm. Staff are vetted for their suitability to carry out their roles and this helps to keep children safe. All staff have received safeguarding training and know signs to be aware of and procedures to follow should they be concerned about a child. The medication policy and procedure is comprehensive and helps to ensure that children's medication is administered correctly and with parental permission. A behaviour management policy is in place and contains positive strategies for managing children's behaviour, which staff know and implement well. There are two members of staff who take the lead for behaviour management. This offers staff a good level of support and advice on any behaviour matters related to children.

Staff have their training needs identified well through yearly appraisals and have attended a variety of courses. For instance, staff attended a course on the use of multi-sensory toys to promote children's communication, language and literacy skills. This led to staff using different textures and a range of musical instruments to further promote children's language development. Staff are supervised regularly and any issues of underperformance are identified and addressed. Management offer support and training to help staff as needed. Management spend time observing staff in group rooms and this helps to provide insight on the quality of staff practice. They have recently implemented a system of observations where staff observe each other's practice in order to learn from and support each other. Management review staff plans and assessment records of children during supervision and room checks and this helps to ensure consistency of quality. It also helps to identify any gaps in children's learning so that appropriate plans can be made to close these.

There are good partnerships with a range of organisations. For instance, the nursery has good links with the area special educational needs coordinator, who has provided support and advice for children with special educational needs and/or disabilities in the past. Staff direct parents to a range of services offered by the local children's centre. Staff work well with parents, some of whom visit the nursery to talk to children about their jobs. This provides good opportunities for parents to be involved in children's learning. Staff keep parents well-informed of their child's progress. Parents spoken to at the time of inspection indicate good levels of satisfaction with the provision and their child's development.

Management evaluate the nursery effectively and have identified some key areas for development. For instance, they plan to develop the outdoor area to maximise learning opportunities. Management have met recommendations made from a previous inspection. For example, staff now question children effectively and encourage their thinking and language skills. The nursery operates well and shows good ability to continue to do so.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	116174
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	910434
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Bringing Up Baby Limited
<b>Date of previous inspection</b>	04/07/2011
<b>Telephone number</b>	0208 568 7561

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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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