

Pride and Joy Day Nursery

Spikes Bridge Park, Spikes Bridge Road, Southall, Middlesex, UB1 2AS

Inspection date

Previous inspection date

24/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is a strong partnership with parents and other professionals which means; children are effectively supported in preparing for school. Parents are very positive about the care their children receive.
- The manager has a clear drive and ambition for excellence and leads her staff well to improve practice in the nursery.
- Staff are kind and loving towards all the children, as a result children are happy and safe at nursery.
- There is some very strong teaching in place and this has a very positive impact on children's learning.
- The learning environment and experiences available for children are highly stimulating, rich in resources and supportive of children's development.

It is not yet outstanding because

- Resources that promote all languages spoken in the nursery, and in the local community are not always available for children to access Some staff are more confident to use questioning skills to promote children's thinking, than others.
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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's activities in and outdoors.
- The inspectors took account of the views of the parents.
- The inspector looked at children's records and planning documents.
- The inspector held a meeting with the providers.
- The inspector sampled the nurseries policies and procedures.

Inspector

Carolina Montesinos

Full Report

Information about the setting

Pride and Joy Nursery registered in 2013. It is one of two nurseries privately owned and operates from premises in Southall in the London Borough of Ealing. The nursery is open Monday to Friday from 8am to 6pm all year round. The children have use of two play rooms and a garden for outdoor play. The nursery employs 15 staff, 12 of them hold early years qualifications. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the early education of children aged three and four years old.

What the setting needs to do to improve further

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

- extend the range and accessibility of resources reflecting different languages spoken in children's communities, in order to enhance opportunities for children's language development and awareness of the world around them
- further encourage all staff to make the best use of questions consistently to thoroughly promote children's thinking skills

Inspection judgements

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

Children make good progress in their learning as staff work well to provide a highly stimulating and well-resourced environment. Children are very happy at the nursery and there is a welcoming, friendly atmosphere throughout. The staff know the children and their individual needs and interests well and use this information to plan and deliver a fun and challenging range of activities, which they adapt accordingly in order to extend children's learning. As a result, children show interest in the activities and motivation to take risks in their learning. For example, children love looking through full-size the window in the foundation room and talking about what they see, the weather, the seasons, etc. Afterwards, they plan a nature walk and talk about the kind of clothing they should wear and where it would be safe to go.

The quality of teaching is good and sometimes better because the staff have a solid understanding of how children learn and develop and of the Statutory Framework for the Early Years Foundation Stage requirements. Consequently, children are becoming active learners. However, some staff's practice is not consistent with that of the majority,

particularly in their confidence to use questions to fully promote children's problem solving skills. For example, most staff use open, broad questions to encourage children to make conversation and to think about their answers. However, a few staff tend to give instructions and ask more closed questions so children are not as well challenged by these interactions. Nonetheless, children throughout the nursery are developing at, or above expected levels and making good progress in their learning.

There is an effective system for observation and assessment and planning in place. This includes progress checks for two-year-olds, enabling the staff to identify next steps in their learning and planning to meet their individual needs. As a result, children, especially those with special educational needs and/or disabilities are supported well through early intervention. Children learning English as an additional language are supported in their learning as staff use words in both English and some times the children's home language. Children feel valued as their home language and cultures are overall respected and celebrated by the staff. However, there are not many multilingual resources and visual aids accessible for all children to thoroughly promote their awareness of languages in the community around them.

Children benefit from exciting learning routines. Babies learn how to care for others as they take care of a nursery tortoise feeding it and cleaning it every day with the staff. Staff fully understand the importance of outdoor play and provide a rich learning environment that is used well to promote the areas of learning. Children's increasing independence skills mean they can choose whether to play inside or out. Babies for example have their own outdoor space accessible through using a wooden set of steps, which staff use as a tool supporting their physical development. Furthermore, children often go for nature walks in the fields and by the canal, where they feed the ducks.

Staff have excellent relationships with parents. The nursery has a culture of valuing parents as partners and places importance in encouraging parents to be a part of, and contribute to their children's learning. For example, parents can look at and review the children's learning folder and discuss with staff the activities they are planning for the day. Additionally, parents are asked to provide home observations to inform the staff's planning.

Children are aware and prepared for change, this shows that children have become confident and have had the support and care they need to manage their own feelings and take change in their stride. Staff support the children going to school effectively, they work well with parents, the local authority, early years consultants and the local schools in order to support children going to school. Consequently, children who are going to school have a smooth move.

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

Children love the nursery and have a strong bond with the staff especially with their key person. Staff treat children with kindness and respect, praising their efforts and good behaviour constantly. As a result children enjoy learning through play at nursery and feel

safe and secure to learn.

Staff have a good understanding of the safety and welfare of the children in their care, young children and babies have an appropriate level of challenge in their learning and care routines. This ensures children are well supported in their physical and emotional development. The key person system supports children well; they develop warm, secure attachments, which promote their confidence and happiness. For example, a child wakes from a sleep, and is comforted and cuddled, spoken to gently and reassured as the staff gets them ready for the next activity. Staff are good role models to the children. They provide clear guidance for children to help them behave well. They speak quietly to children when they display challenging behaviour.

Children's routines are consistent and support learning as well as their sense of belonging. For example, children have a daily circle time, where they sing good morning to each other taking turns to greet each other by name with actions and smiles. Staff also use this opportunity to help children understand the world in which they live. For example, discussing the changes in weather and what day is it today, what month, etc.

Children access a great choice of activities throughout the day and staff support children as they move between activities, without interrupting children's play and work. This shows that children at the nursery are valued and staff are sensitive to the children's needs. For example, while circle time goes on, other children are making sandwiches for tea and they are allowed to finish their activity before moving on to the next. Also, children have access to a variety of exciting experiences such as feeding and looking after the nursery pets, going for a walk along the canal to feed the ducks, etc.

Children are learning about being healthy throughout the nursery. A drink of water is always available for children, the older children have a water fountain and cups and the babies have labelled bottles available throughout the day. Children wash their hands and use antibacterial cream before eating or cooking and understand that they need to use tissues and cover their mouth when they sneeze. In addition, children have access to outdoor activities encouraging physical exercise such as riding, climbing, moving, throwing and catching, running, walking, etc. Staff use many opportunities to help children learn to take risks and challenge their own abilities and be safe at the same time.

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

The providers have a strong understanding of the learning and development requirements and are very involved in the daily running of the nursery in their roles of manager and foundation room leader. The providers support their staff through the planning of activities. They are always at hand to give and receive feedback, guide and monitor the staff's practice and identify needs for development. The room leaders have laptops and printers in the rooms so that observations and planning can be up-to-date and well organised.

The providers have invested time and resources in making the nursery environment an excellent resource for children to learn, the nursery is well resourced and has ample indoor and outdoor spaces available. Children have access to information and technology equipment, which particularly benefits children who are visual learners and children who have special educational needs and/or disabilities. For example, children have access to interactive books.

The providers have a secure understanding of safeguarding children and have a strong focus for creating a welcoming, stimulating and safe environment. The nursery has an operations manager who is in charge of the safety of the premises and health and safety procedures. There is an electric gate at the entrance with a camera for the staff to see who is at the door; therefore, parents feel their children are safe and secure in the nursery. Furthermore, a robust recruitment procedure, including staff checks, ensures that the suitability of all new staff to work with the children is rigorously assessed.

Staff have access to professional training in order to update their practice and support their professional development. For example, this month the whole staff team are attending an update on the Statutory Framework for the Early Years Foundation Stage and training relating to special educational needs and/or disabilities. The manager has informal and formal supervision meetings with the individual staff throughout the year to promote their ongoing good practice.

The nursery works effectively in partnership with local schools and other early years settings in the area. They welcome visits from school teachers and share summary assessments with them. They also liaise with other early years settings children attend, or move on to, in a similar way promoting smooth transfers for the children in their care when they leave the nursery.

Staff engage parents extremely well. The nursery has an open-door policy for parents. Parents trust the staff and feel confident to approach them. For example, they will very often ask for a meeting with their key person or to see the manager if they have any ideas to share or any concerns. All parents spoken to at the inspection stated how much they value the nursery and the work of the staff. They commented on how the close community feel helps their children feel safe and secure, and makes them feel confident leaving their children. The providers also appreciate parents' feedback and their views contribute towards the nursery's improvement plans. As a result, the improvement plans are focussed on the needs of children and their families and changes support the ongoing strong practice in the nursery. There is a strong capacity to make further improvements.

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	EY461129
Local authority	Ealing
Inspection number	919370
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	5
Number of children on roll	63
Name of provider	Pride and Joy Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	020 8574 2040

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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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