

St Andrew's Nursery (Annexe)

Preston Park Children's Centre, College Road, WEMBLEY, Middlesex, HA9 8RJ

Inspection date

31/10/2013

Previous inspection date

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	1
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 are highly skilled in helping children form secure attachments. A very strong key person system has a positive impact on children's emotional development.
- There are successful strategies to engage parents in their children's learning and development. Two way communications help staff know how to promote children's progress.
- Staff give high priority to the safety of the children and help children learn about being healthy and safe.
- Staff provide a stimulating environment and use an extensive range of resources to promote children's learning. As a result, children make good progress and are motivated to learn.
- A strong partnership with other professionals ensures children's individual needs are met effectively.

It is not yet outstanding because

- Occasionally, the staff's organisation of group activities does not fully support the involvement of children of all ages to maximise their 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 observed children's activities in and out of doors.
- The inspector carried out a joint observation with one of the managers.
- The inspector took into account of the views of parents.
- The inspector looked at children's learning profiles and progress reports.
- The inspector had discussions with the providers and managers.

Inspector

Carolina Montesinos

Full Report

Information about the setting

St Andrew's Nursery (Annexe) registered in 2013 and is privately owned. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 18 children on role in the early years age range. The nursery operates from a purpose-built building in the London Borough of Brent. Children use one room for play and another for resting. Toilet facilities are on the same floor. The nursery opens between 8am and 6pm on Wednesday, Thursday and Friday. It is closed on bank holidays and over the Christmas holidays. There are six members of staff employed to work with children, who all hold early years qualifications. The manager has early years professional status and the deputy is working towards an early years degree. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the organisation of small group activities so that, children of all ages can be fully involved during these times

Inspection judgements

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

Children have access to a stimulating range of activities and an exciting learning environment that reflects all areas of learning. The routine of the day includes a good mixture of child- and adult-initiated activities. Staff help narrow the gaps in children's learning and development well. Boys and girls play together, for example with the train tracks. There is a good range of multicultural resources available for children's play, including dolls given individual personalities, books and dressing-up clothes. Staff are closely involved observing and interacting with children, modelling language and purposeful play. Staff know children and their individual needs well; therefore, assessment and planning for learning are effective.

Staff skilfully extend children's learning across the different areas as they move between a wide range of stimulating activities. For example, as children walk through the garden towards a planned activity, staff encourage children to observe and describe colours they see in nature. Children count eggs in the farm lady's basket and discuss how farmers takes care of animals. Occasionally the organisation of group activities does not fully support the involvement of children of all ages so their participation and learning is not

maximised.

Staff have a secure knowledge of how to promote children's learning to help them manage their own behaviour and prepare for change. For example, as children move from playing freely to a focused activity, staff and children sing a tidy-up song and put toys away. Staff reward children's good behaviour and cooperation with praise. Therefore, children become confident and feel secure in the calm, purposeful atmosphere.

Staff successfully support children's language development, including for those whose first language is not English. Staff work with parents to learn and use some of the home languages to help children communicate their needs and requirements. Staff use a range of strategies such as signing and small group language activities to support and extend children's learning. As a result, all children have strong foundations for the development of communication and language skills, taking into account their starting points.

Staff use a good system for assessment to identify children's individual and additional needs through early intervention. Effective strategies support children to make progress. Staff work with parents and early years consultants to ensure children are well supported through planning a range of experiences and focused activities at nursery and at home. As a result, children's individual learning needs are met well.

Staff have started building good relationships with local schools to ensure children are ready for school. There are plans to work closely with the foundation stage teacher of the school sharing the premises. Plans include arranging children's visits to the school for them to become familiar with the school setting. Parents are involved in their children's learning and work cooperatively with staff to support each other and the community. Parents have good opportunities for sharing information and strategies to support their children at home. For example, a parent is running a morning for families about making and playing with dough.

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

Children have very strong bonds with staff to support their emotional well-being. Staff are loving and caring towards children, making the nursery environment a happy place for children to learn and develop. Parents comment that their children have personalised attention and that they thrive in the family atmosphere. The key person system is highly effective as it takes full account of the views and individual needs of children. For example, the choice of ultimate key person depends on who the child builds a stronger bond with. Children develop a very strong sense of belonging and confidence. All children and staff wear a nursery uniform, which they wear proudly. Additionally, children's work is extensively displayed showing the staff highly value children's achievements.

There is a peaceful atmosphere in the nursery. Staff use soft voices when giving children directions and when modelling good behaviour. As a result, children are very well behaved and enthusiastic about learning. Staff are sensitive and gentle when guiding children through the routines of the day. For example, when a young child is playing but needs

their nappy changed, their key person gets down to the child's level and talks to them. Children go willingly and staff provide praise as they exchange warm smiles. Parents comment that children love attending nursery and talk about their friends at home.

A very exciting, friendly environment means children have a great time and feel safe. There are lovely indoor and outdoor experiences available as part of the daily routine. Children move freely to play in a small outdoor space where they ride wheeled toys and access resources that are similar to those inside. In addition, children visit the school's nursery outdoor area, animal farm and sensory 'secret' garden. Children flourish in the care of highly motivated staff and are developing independence. For example, with staff's sensitive, skilful support, young children learn to put their coats and shoes on to go outside.

The premises are very clean and well organised because staff give high priority to children's safety and well-being. Children gain a significant understanding of how to keep themselves safe and healthy. They know about washing their hands when going to the toilet and before having food. Children highly benefit from the nursery's healthy eating policy, as they enjoy nutritious breakfasts and snacks. Children develop excellent learning about keeping safe. They talk about what is safe and not safe, including whether the ground is too slippery for them to run as they play.

Staff adapt their practice very successfully in response to children's interests and use their initiative and creativity to meet children's needs fully. As a result, children develop confidence and resilience in their learning and development. For example, to help children settle, the staff introduce Bertie the bear, who goes home with families. Children and parents record and add pictures of Bertie's sleep-over adventures in a diary. This strategy has had an excellent impact on helping children deal with change as it secures a link between home and nursery.

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

The management team shows a strong focus and passionate drive towards providing excellent care and inspirational learning for children. The manager and deputy use their in-depth knowledge of early years to inspire working towards best practice. They monitor planning and delivery of the educational programmes, which has a positive impact on the provision. The providers have an excellent understanding of the learning and development requirements. They support the nursery manager effectively in her role to oversee the planning of the educational programmes and assessment of children's progress.

Staff use an effective system of assessment and planning to look at children's individual needs and involve parents and other professionals. For example, parents meet regularly with their children's key persons. They work together, particularly in completing progress checks for two-year-old children and setting individual targets for children who need additional support. Staff take into account parents' input in carrying out an initial assessment during the first six weeks of children starting nursery. Twice a year, each key

person completes progress reports, which they share with parents. This means there is a strong team around children to help them make good progress in their learning.

The providers and management team have a thorough understanding of their legal responsibilities regarding the safeguarding and welfare requirements. All staff know about, and are confident with, the procedures and policies; parents and staff have full access to these at all times. The managers update policies on a regular basis and discuss changes with the whole team at staff meetings. Children are safe in the nursery. Only staff and authorised adults have access to the premises during nursery hours and only permanent staff answer the door. Parents know the safety procedures well because staff communicate with them effectively.

The nursery has a strong system for staff's performance management. The rigorous and consistent recruitment process ensures all vetting checks are in place before new staff start work. The management team carries out staff observations and supervises staff well. The manager spends time in the nursery room to support staff's reflective practice. A large proportion of staff has been trained at the nursery. All of them feel proud and motivated to continue to enhance their practice and progress professionally to benefit children's care and learning.

The management team values the views of families accessing the provision. Families have input into the nursery's improvement plan through staff listening to the views of children and responding to parents' answers on questionnaires. Parents are also encouraged to give feedback as they write on children's link books and after reading information in nursery newsletters. The management team has strong links with other professionals and services for children and families in the local community. These include a children centre, schools, early years consultants and social workers. As a result, children develop good foundations to prepare them for the next steps in their learning.

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

Unique reference number	EY461342
Local authority	Brent
Inspection number	919729
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	18
Name of provider	St Andrews Nursery (Annexe) Partnership
Date of previous inspection	not applicable
Telephone number	07956 121874

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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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