

Regent Nursery

459-461 Rayners Lane, Pinner, Middlesex, HA5 5ET

Inspection date	14/10/2013
Previous inspection date	20/03/2013

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

- The key person system helps children to form secure attachments and this promotes their well-being in the nursery setting.
- Overall children have sound opportunities to experience activities that support all areas of learning as they move around the different activity rooms within the nursery.
- Systems for monitoring and evaluating practice have been established and are beginning to identify and support improvements to benefit the children.

It is not yet good because

- Systems for observations, assessment and planning are in place; however, there is inconsistency in some staff's knowledge and implementation of these. As a result children's progress is not always successfully monitored and staff are not always confident in their knowledge of the key vocabulary to use with activities.
- Staff do not plan effectively enough to ensure they are confident in their knowledge of the key vocabulary to use with activities.
- Staff do not work effectively enough with parents to ensure they are provided with information on how to support children's nutritional needs.
- Records are not always accessible and available, as required.

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 spent the majority of inspection time observing the children in the nursery and garden as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the provider/manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the nursery with a sample of parents.
- A joint observation was completed with the manager.

Inspector

Jennifer Devine

Full Report

Information about the setting

Regent Nursery opened in 2004 and it is part of Regent Group run by RTC Education Limited. The setting operates from a two storey building with five play rooms and it is situated in Rayners Lane in the London Borough of Harrow. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently 18 children in the early years age group on roll. The nursery cares for children who are learning English as an additional language. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery employs six staff, of these, five hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve staff knowledge of how to effectively and consistently implement the observation and assessment cycle so that it supports them in planning for children's individual needs, interests and stage of development
- ensure that records are easily accessible and available

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

- when planning decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use to provide children with correct information
- improve the systems for ensuring the good health of children, in particular in relation to ensuring information is available for parents in connection with nutrition and healthy eating

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and use their knowledge to plan a satisfactory range of experiences for the children. Staff maintain children's learning

records satisfactorily and they contain information such as 'all about me' forms which enables the key carer to build up a good knowledge of the children's individual likes, dislikes and interests. However, there are some inconsistencies in staff's knowledge and awareness of how to assess children's development effectively and as a result; children's progress is not fully tracked to plan for their next steps in learning. A system for assessing the progress of two-year-olds in the three prime areas of learning has been introduced.

Children arrive and after saying goodbye to their parent or carer explore the environment and settle down with their choice of play. They enjoy exploring the play dough where they are developing their fine hand movements as they prod, squeeze and roll the play dough. Children enjoy using the musical instruments as they sing their favourite songs. Staff support this activity soundly reminding the children about playing the instruments carefully and listening to the different sounds each instrument makes.

Although overall staff interact with children and support their communication and language as they play through-out the day, they do not plan effectively enough for focussed activities to consider the vocabulary. As a result when carrying out these activities they sometimes give children incorrect words. This does not fully support children's early learning. Opportunities for children's literacy development have improved since the last inspection. Every play room now has writing materials available and children enjoy practising their early writing skills. For example children enjoy pretending to be at the hair dressers and make appointments in the diary. They also have a good supply of books presented in cosy areas within various rooms and enjoy times where they quietly look at the books alone or with an adult.

Children have access to the outdoor environment during the day and thoroughly enjoy the outdoors. The garden is well resourced and children enjoy riding the tricycles or cars, making music with the outdoor hanging instrument set or running around to release their energy.

Children who learn English as an additional language are supported soundly because staff obtain key words to help children settle. There are satisfactory systems to support children with special educational needs and/or disabilities, as required. Staff operate an 'open door' policy for parents to discuss their children's day and their progress.

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

Children display a sense of belonging and security within the setting. A key carer system is in place that works to support children to build relationships with their special member of staff, in order to promote their emotional security. Staff are affectionate and caring towards the children.

Children are beginning to build up friendships as they play and learn to take turns and share. Since the last inspection the deputy has taken over the responsibility of behaviour management and supports staff soundly in ways to manage children's behaviour. Staff use positive strategies to deal with any minor issues and children receive praise and

encouragement, which supports their self-confidence and esteem.

Children's specific health, dietary needs and allergies are recorded and known by staff. Children learn about healthy lifestyles and follow sound hygiene practices of using disposable hand towels when drying their hands before meals or after toileting. Staff also plan topics around being healthy and children are aware and talk confidently about the effects of germs on their bodies. Currently parents provide their children with a packed lunch where the main meal is eaten at lunch time and then foods such as yoghurts or fruit are given at tea time. However staff do not work effectively enough in partnership with parents to ensure they are aware of suitable and nutritious foods to provide. Consequently this can affect children's concentration and abilities over a long day.

The nursery is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. The nursery entrance is secure with the front door locked. Staff are also aware of checking any visitors identification before allowing access to the premises.

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

This inspection took place following action taken by Ofsted when an unannounced visit took place. This resulted in welfare requirement notices being issued, in connection with ensuring the provider complies with requirements of health and safety legislation and ensuring there is close monitoring of the provision to support staff with the continuous improvement of the provision. The registered provider and manager fully complied with these notices. They demonstrate an understanding of ensuring the premises and equipment are hygienic and have put into place systems for monitoring the provision, such as regular supervision to support staff development. The toilet, nappy changing and food preparation areas are seen to be maintained appropriately.

The registered provider and manager understand most of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Although there are satisfactory systems in place to ensure all staff are suitably checked some information such as references were not available for inspection. This is a breach of welfare requirements. Staff have a sound understanding of the safeguarding policy and know what action to take if they were concerned about a child. All staff have a first aid qualification which means that they are able to respond to children in the event of any accident occurring.

The manager and staff team demonstrate a commitment to the development of the provision and have worked soundly to address the previous actions and recommendations. The manager is in the process of conducting annual appraisals of staff performance to support the monitoring process. Staff are keen to up-date their professional development and this demonstrates the staff team are willing to continually develop the service.

Relationships with parents are warm and welcoming, and a regular exchange takes place verbally at the beginning and end of the day. The manager has developed the self-evaluation process to involve parents in sharing their views and takes on board their suggestions. Overall parental comments received at inspection indicate they are pleased with the service provided by the setting.

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	EY294256
Local authority	Harrow
Inspection number	933389
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	18
Name of provider	RTC Education Ltd
Date of previous inspection	20/03/2013
Telephone number	0208 933 5410

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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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