

# Hounslow Day Nursery

20 Montague Road, Hounslow, Middlesex, TW3 1LD

<b>Inspection date</b>	04/12/2013
Previous inspection date	05/03/2013

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

- Staff create attractive and interesting play areas where children explore freely and initiate their own play.
- Staff plan and provide an exciting range of activities that help children make excellent progress towards the early learning goals.
- Staff form effective partnerships with parents that make a significant contribution to promoting children's learning and development.
- The management team has effective systems for promoting the professional development of staff and developing their skills.

### It is not yet outstanding because

- Staff manage children's behaviour well although they do not consistently encourage children to solve problems for themselves.

## 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 inspectors observed activities in the play rooms and outside learning environment.
- One of the inspectors carried out a joint observation with the assistant manager.
- The inspectors held meetings with the leaders and managers of the nursery and looked at their self-evaluation forms.
- The inspectors sampled children's assessment records and other relevant documentation.
- The inspectors took account of the views of parents spoken to on the day and from information included in the nursery's own questionnaires.

## Inspector

Alison Weaver and Sue McCourt

## Full report

### Information about the setting

Hounslow Day Nursery opened in 1999. It is a nursery that is part of a large chain of nurseries owned by Asquith Court Nurseries Limited. It operates from four rooms in converted premises in the centre of Hounslow, in the London Borough of Hounslow. The nursery opens five days a week for 51 weeks of the year; it closes between Christmas and New Year. Opening times are from 7.30 am to 6.30 pm. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 114 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language.

The nursery employs 26 staff. There are 24 staff, including the manager, who hold appropriate early years qualifications. One member of staff is working towards a recognised qualification. There are three staff with Early Years Professional Status.

### What the setting needs to do to improve further

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

- increase opportunities for children to learn how to negotiate and solve problems.

### Inspection judgements

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

Staff develop a comprehensive knowledge of individual children and their family backgrounds. This enables them to settle children in quickly and establish their starting points. Staff work exceptionally well with parents and actively encourage them to consolidate children's learning at home. They make excellent use of the observations parents make about their children to inform the planning and assessment. The planning and assessment systems are extremely well focused on meeting children's individual learning needs and narrowing any gaps. As a result, children make excellent progress across all areas of learning in relation to their starting points. They develop the key skills they need to move successfully on to school. Staff keep parents exceptionally well informed about children's progress through daily feedback and the consistent use of detailed summary reports.

Staff create vibrant and stimulating learning environments for children. Children thoroughly enjoy the wide range of challenging activities and resources staff provide. They make their own choices and engage in purposeful play. Children are keen to join in with activities with staff. For example, young children join in enthusiastically at singing times. Staff help them choose their favourite songs and children begin to repeat the familiar refrains. Young children clap their hands and copy the actions staff make when singing the songs. Staff provide excellent support for children as they play. For example, at a 'compare bears' activity staff skilfully question children and extend their thinking. They help children develop excellent mathematical skills as they promote counting and simple calculation. Staff introduce new vocabulary such as 'long' and 'tiny'. As a result, children make rapid progress in their communication skills. They become extremely confident speakers who happily share their experiences with others. Children who learn English as an additional language are well supported. They make significant gains in their language skills as a result of highly effective staff interaction.

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

Staff are caring, friendly and supportive. They form close relationships with their key children. This helps children settle and form strong emotional attachments to a special person. As a result, children show a strong sense of security and confidence. They show high levels of independence as they move around freely and safely. Staff actively promote children's increasing independence as they create safe and child friendly environments, both indoors and outside. They organise the rooms and resources very effectively. This results in children helping themselves to resources from the accessible low storage and making decisions about their play. Staff make excellent use of these high quality resources to extend children's learning.

Children play well with others and on their own. They form friendships and readily share resources and take turns. Children hold their friend's hand and say 'let's go to the shops'. Other children work out how to make a construction together using the bricks. Staff manage children's behaviour calmly and sensitively. They deal with incidents well and use effective strategies to help children learn what is inappropriate behaviour. However, they do not always extend children's understanding of how to solve disputes for themselves.

Staff help children learn to value and respect differences in the nursery. For example, they encourage parents to share their celebrations and cultural traditions with all the children. Staff create an inclusive environment by making sure every child's home language and background is represented in the nursery activities, displays and resources. For example, they encourage parents to write words and labels in their home language.

Staff implement thorough cleaning practices and this helps to promote children's health. They are good role models who demonstrate effective hygiene practices. As a result, children adopt good personal hygiene practices such as hand washing before eating and after going to the toilet. Young children develop good self-care skills as staff show them how to wipe the faces after eating. Children enjoy healthy, nutritionally balanced meals that are freshly prepared on site. Staff competently cater for any dietary needs. They

make effective use of care plans to help ensure all children's welfare needs are met.

Children enjoy plenty of exercise and active play outside. They engage in a wide variety of physical activities and develop good coordination. Children use their bodies in different ways as they explore and investigate the stimulating outdoor learning environment. They ride on trikes and play with hoops. Young children happily dig in the sand using different tools and pour the sand in and out of containers.

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

The leadership and management team works effectively together to meet the safeguarding and welfare requirements. Staff carry out rigorous safety checks on the premises and equipment. These enable them to identify and minimise hazards effectively and keep children safe. Staff maintain a clean and secure environment for children. They follow good hygiene procedures that help minimise the spread of infection, particularly if there are any cases of infectious diseases.

There are robust systems in place that help ensure staff are suitable to work with children. New staff undergo a thorough induction so that they have a strong understanding of their role and responsibilities. Good safeguarding procedures are implemented and these help promote children's welfare. Staff have a good knowledge and understanding of how to identify and report any child protection concerns. They also have a good awareness of the nursery's whistle blowing policy. Staff have undertaken behaviour management training so are competent when handling any incidents.

There are very good systems for promoting the professional development of staff. The leadership team has robust management systems for dealing with any staff disciplinary issues to promote good outcomes for children. Frequent supervisions and appraisals assist the managers in identifying training needs for individual staff members. Managers actively encourage and facilitate further training for staff so that they continue to develop their knowledge and skills. Children benefit from new ideas and skills that staff bring into the nursery following their training. The staff team also makes effective use of feedback from parents to continue to improve outcomes for children.

The leadership and management team effectively monitors and reviews the educational programme. They competently monitor the planning to make sure it covers all the areas of learning and meets children's needs. Staff continually reflect on their practices and the overall childcare provision. They show an accurate awareness of the strengths and weaknesses in the nursery. They effectively identify areas for development and set clearly focused targets. For example, the leadership and management team is in the process of implementing a 'universal tracker'. This is to enable them to identify and address any achievement gaps in groups of children.

The staff team forms very good partnerships with parents and agencies. They work effectively together to support children, particularly those with special educational needs

and/or disabilities. For example, staff actively seek advice and gain plenty of practical ideas from support workers. Consequently, children receive the support and care they need to help them successfully achieve. Parents give very positive comments about the nursery. They say they like the friendly staff, spacious nursery and wide variety of activities. Parents state that they feel their children are progressing well and that they will make an excellent transfer to school.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY285402
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	945579
<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>	97
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	05/03/2013
<b>Telephone number</b>	020 8570 4409

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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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