

# Teasel Nursery School-on-the-Marina

Willowtree Marina, West Quay Drive, Yeading, Hayes, UB4 9TB

## Inspection date

Previous inspection date

21/01/2014

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

- Well-developed key person systems mean that all children are forming secure emotional attachments; as a result they are confident to explore the environment and become active learners.
- There is a stimulating and challenging environment with a wide range of accessible resources that promote children's learning, both in and outdoors.
- Managers and leaders have a strong drive for improvement; they have put in place effective systems for reflecting on and evaluating practice, and use these to improve outcomes for children.

### It is not yet outstanding because

- There are occasional inconsistencies in supporting children's communication and language skills, as some staff do not always modify and extend their use of language when speaking with children.

## 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 both in and outdoors, and practitioners' interactions with them.
- The inspector talked to children, parents and practitioners.
- The inspector reviewed a range of documents, including children's learning records, staff vetting checks and relevant policies.
- The inspector carried out joint observations with the provider.
- The inspector held meetings with the provider and managers.

## Inspector

Naomi Hillman

## Full report

### Information about the setting

Teasel Nursery School-on-the-Marina is run by Teasel Learning Limited. It registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a refurbished building over two floors in Willow Tree Marina. There is access to the upper floor via steps. Children have access to an outdoor play area. The nursery is in Yeading, in the London Borough of Hillingdon. It is open each weekday from 7.45am to 6pm, for 51 weeks of the year. The nursery ethos is inspired by Danish Forest Schools; children have regular visits into the surrounding woodlands and local area to support their learning. There are currently 32 children on roll from four months to five years. Children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery has 10 members of staff, of whom nine hold appropriate early years qualifications. The provider and manager hold Qualified Teacher Status and Early Years Professional Status. The nursery also employs a cook and administrator.

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

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

- take every opportunity to modify and develop the use of language, when talking to children with special educational needs and those learning to speak English as an additional language.

### Inspection judgements

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

The children are happy and confident at the nursery. There are warm and respectful relationships between children, staff and parents. These good relationships mean children are relaxed and show high levels of engagement in their learning. The education programmes cover all seven areas of learning, and the well-resourced learning environment provides a range of interesting and challenging experiences that meet the needs of all children.

Practitioners show a good understanding of how to promote the learning and development of children. Children are encouraged by practitioners to think about any problems or challenges they come across in their play, and to choose and move appropriate resources to solve these problems. Practitioners listen perceptively to children and explore their understanding of what they doing and thinking. A strong culture of respecting the children's play choices and interests means that children show good levels of engagement

and concentration as they learn. Practitioners also use good questioning skills to extend children's thinking. For example, when children are talking about who is the tallest, they identify that while the practitioner is sitting, they are taller than her. The practitioner then asks, "when I stand up, who will be the tallest then?" This culture of investigation means that children are developing the thinking and problem solving skills they will need when they go on to school.

Practice in the baby room is particularly strong. Practitioners show a well-developed knowledge of how to support babies' communication, physical, and personal, social and emotional development, for example mirroring babies' facial expressions and repeating the sounds they make. However, occasionally in the over twos' room, some practitioners are unsure of how to differentiate their use of language to support children whose communication skills are at varying stages of development. As a result there are occasional missed opportunities to fully support children's communication and language. However, overall all children are making good progress given their starting points.

Key persons know their children well and make careful observations of their development. These are used to identify the children's areas of interest and the next stage in their learning. During weekly meetings all practitioners discuss children's development and put in place planning to meet children's learning needs. As a result children are making good progress. Where children's starting points are below those of other children of their age, assessment and parental feedback show they are improving over time.

The key person system supports engagement with all parents; for example key persons visit children and parents at home to begin to build relationships before they start at the setting. Parents contribute to their children's starting points, and daily discussions and parent workshops mean that parents and practitioners work in partnership to promote children's learning and well-being.

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

Very good key person systems and a thoughtful settling process mean that children are supported to make gradual transitions from their parents to key persons. As a result children form secure emotional attachments, which provide a strong base from which they develop their independence and ability to explore. Key persons show a sensitive understanding of how to support children's emotional well-being. For example practitioners explain how new children need to stay close to their key person at all times and how they modify daily routines to make sure this is possible. These secure attachments mean that all children develop good levels of confidence. Children are emotionally prepared for their next stage of learning because practitioners support their transitions through a variety of practices, including visits to assemblies at a local primary school.

The environment is bright and clean. Leaders and managers have worked hard to create a strong ethos of home from home, both in the daily routines and in how the rooms are furnished. This is done with a range of everyday furniture, such as sofas and sideboards,

and the majority of toys and resources are not plastic. Where possible, children have real objects to handle and explore, such as metal and wooden utensils in the home corner and binoculars, torches and cameras in the knowledge of the world area. As a result there is an exciting and stimulating learning environment, which provides a wealth of resources for children to self-select from. Consequently children show high levels of engagement in self-chosen play.

There are good relationships at all levels; children, managers, practitioners and parents treat each other with respect. Practitioners are good role models and provide clear guidance for children about what is acceptable behaviour. Children are developing friendships and learning to respect each other's differences.

Practitioners have a consistent understanding of how to safeguard children. They know the setting's safeguarding policies and understand how to implement them to promote children's safety and well-being. Practitioners have a good understanding of how to support children to take suitable risks, appropriate to their age and stage of development. They give clear messages to children about why it is important to have a healthy diet and the need for physical exercise.

All daily care routines such as nappy changing, dressing and hand washing are unrushed and used by practitioners as learning opportunities. For example a practitioner sits alongside a child as he is putting on his boots, encouraging him to keep pushing and praising him when he succeeds. As a result of this good practice, all children are developing the skills to manage their own personal needs relative to their ages.

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

The provider and managers have a good understanding of their responsibilities in meeting the learning and development requirements of The Statutory Framework for the Early Years Foundation Stage. They have a wide range of experience in teaching young children and a good understanding of the seven areas of learning and how children learn. They use this knowledge, together with the Forest School ethos of children's capacity to learn through hands on or real experiences, to maximise children's learning potential. They ensure the education programmes provide a broad range of experiences that help children make good progress towards the early learning goals.

The provider and managers ensure planning and assessments are consistent and give a clear picture of children's progress. The provider is able to demonstrate through assessments that children's needs are identified and children are making good progress. The provider and managers have a strong understanding of their responsibilities to ensure the safeguarding and welfare requirements are met, and that children in their care are effectively safeguarded. Secure safeguarding policies are in place and these are understood and implemented by all staff, who have attended safeguarding training. Robust recruitment practices are also in place and all staff are suitably vetted to work with children.

There is a well-documented and strong drive for improvement. Managers and leaders have put in place systems for reflecting on and evaluating practice with all staff. Self-evaluation takes into account the views of parents and children, and clear areas for development are identified. This culture of reflective practice means that all staff are focused on continually improving outcomes for children. Practitioners are well qualified. Good induction and supervision processes mean that any areas for staff improvement are quickly identified and any under performance is tackled. Therefore the quality of practice is good.

Strong partnerships with parents are promoted by managers and leaders, and make a positive contribution to meeting the needs of all children. The provider is developing partnerships with other professionals and appropriate interventions are beginning to be secured to ensure children receive the support they need.

### **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	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>	EY462106
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	924738
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Teasel Learning Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02088457362 / 07873394101

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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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