

Boys & Girls Nursery

Cottrell Cottages, 57-65 The Broadway, Stanmore, Middlesex, HA7 4DJ

Inspection date	27/02/2014
Previous inspection date	16/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff prioritises children's safety. There are rigorous systems in place to ensure all children attending the nursery are kept safe and healthy and build secure relationships. This impacts positively on the well-being of the children.
- The manager and staff provide a good quality enabling environment in which children are motivated and actively absorbed in their play and learning. Therefore children are all able to make good progress from their starting points.
- Parents speak positively about the nursery and staff successfully involve parents by taking into account their views and contributions to their child's learning.
- Leadership and management is strong and promotes staff development. Managers use effective systems to evaluate the provision, seeking views from staff, parents and children to inform decision making, in order to make improvements continually.

It is not yet outstanding because

- Occasionally staff miss some opportunities to extend children's language skills while moving between the daily routines.

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.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector met with the provider and the managers to discuss their health and safety risk assessments and other key procedures.
- The inspector carried out a joint observation with the manager.
- The inspector observed children's routines, including snack and lunch times.
- The inspector observed children's play and sampled planning and children's learning journeys.

Inspector

Carolina Montesinos

Full report

Information about the setting

Boys and Girls Nursery is one of three nurseries, which are privately owned. It opened in 2010 and operates from Stanmore, in the London Borough of Harrow. The accommodation comprises of four playrooms, a kitchen, a staff room and an enclosed outdoor area. It is open Monday to Friday from 7am to 7pm for 52 weeks of the year, not including bank holidays. The nursery is registered on the Early Years Register. There are 157 children on roll aged from three months to five years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 25 members of staff including the owner, a cook and her assistant. Of these, over half have recognised early years qualifications. They receive support from the local authority and are members of the Harrow Integrated Early Years and Community Partnership.

What the setting needs to do to improve further

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

- increase opportunities to extend children's language skills as they move between routines.

Inspection judgements

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

Staff provide a wide range of exciting and highly stimulating learning experiences for all children across the areas of learning. Children display high levels of involvement and enthusiasm as they play and participate in planned activities. Staff know children well and support their development of thinking skills through play situations. For example, as children play at having a 'picnic', staff name the items in their basket and introduce mathematical language by counting the items. They also encourage children to use their imagination as they pretend they are sharing a meal and ask open-ended questions to maximize their learning. This shows children access a broad range of opportunities to challenge their learning and they are well supported to make good progress from their starting points.

The educational programmes provide children with a mixture of adult directed and child initiated activities inside and outside. Staff have high expectations of all children and provide many opportunities to make choices and direct their own learning. Children play harmoniously together outside. Some children choose activities which develop physical skills by balancing, running, jumping and building activities, and others choose to read a book or complete a puzzle independently.

The effective key person system enables staff to take responsibility for monitoring and assessing the progress of their own group of key children. They make regular written observations, gather examples of children's work and take photographs. These are used to help identify appropriate next steps for each child. Staff are sensitive to children's individual needs. They adapt their practice and the planning to ensure children's varying levels of development are planned for. For example, staff prepare visual timetables and visual prompts for children's favourite songs. Staff generally interact very well with children as they play to encourage and support them to achieve their goal. Therefore, children's language development and learning is effectively promoted overall and children are being supported to take the next steps in their learning. However, occasionally staff miss some opportunities to extend children's language skills as they move between routines.

There are effective systems for two-way communication established with parents because staff have been successful in engaging all parents, including those who may be harder to reach. Therefore, children access good levels of support in their learning. In addition, staff have established strong partnerships with other professionals who support children with additional needs, which ensures effective moves on to school or other settings.

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

Children are happy and confident. They establish a secure attachment to their key person and develop positive relationships with other adults and children. Babies exchange smiles as staff talk and sing to them which shows they feel comfortable and are developing trusting relationships. Photographs of children and their work are on display in the playrooms. Staff are kind and attentive and celebrate children's achievements. They meet children's individual care needs promptly. This promotes children's well-being and enhances their sense of belonging. Staff effectively prepare children for change as they move on to their next stage in the nursery. Staff organise short visits to the new nursery rooms and spend increasing time playing in the new environment and where possible, the key person moves up with the children. Staff communicate well with parents through the process in order to gather all round information about their individual needs. As a result, children develop confidence to manage change.

Staff ensure their practice is inclusive and it supports children who speak English as an additional language well. They ensure the environment reflects the community children live in. They display labels in different languages and use multicultural resources to teach children about the world in which they live. Children are clearly valued and respected, which enhances their sense of self-worth. Staff are positive role models; they are consistent in their practice and set good examples to children and help younger children who are learning about positive boundaries. As a result, children follow their lead and are respectful of one another and well mannered. They show concern for others and learn to share and take turns. At meal and snack times, children demonstrate good table manners.

Staff are vigilant in maintaining children's safety and supervise them appropriately at all times. As a result of the attentive nature of staff, children feel safe and secure. Staff

promote healthy lifestyles as they provide nutritious and balanced meals for children. These are prepared and cooked onsite by a qualified chef. Children know that it is important to wash their hands before and after meals and staff promote good hygiene standards throughout the nursery. Children have good opportunities for developing physical skills as part of the daily planning, which involves outdoor large movement play. Children know how to keep themselves and others safe, as staff encourage them to identify and manage everyday risks. Children are confident verbalising concerns, for example, when they do not recognise a visitor in the nursery. Children also learn about safety as they participate in regular fire drills and talk about how to keep themselves safe in an emergency.

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

The provider has a good understanding of the learning and development requirements and works closely with the nursery manager to monitor the educational programmes and children's progress. There are strong systems for observation, assessment and planning that inform staff planning and their practice. Parents are seen as partners and they provide key information for initial assessments. As a result, strategies for early intervention are effective, children's needs are being met and they access the support they need to make good progress. Staff are suitably qualified and experienced; they skilfully enthuse children, promoting play and exploration and targeting the specific needs of the children. The manager is driven to identify strengths and weaknesses in practice successfully and promote staff development. Therefore, staff as a whole, have a strong desire for professional development, which positively affects the quality of teaching and enhances outcomes for children.

The provider and management team have a clear understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and ensure there are robust systems ensuring children are safe in the nursery. All documentation and procedures to help ensure the safety of the children are in place and staff have a good understanding and knowledge of these. Staff receive regular training in their individual roles and feel confident dealing with any safeguarding or health and safety issues regarding a child. As a result, children are kept safe in the nursery as staff prioritise their welfare. Additionally, the provider ensures that the processes for recruitment vetting, induction and monitoring procedures are in place and are robust. In addition, regular appraisals are used to establish ongoing suitability and to monitor the performance of staff. A comprehensive range of written policies and procedures are used to maintain continuity in staff practice and agree appropriate operational procedures with parents. A written risk assessment is in place and staff complete daily checks on the premises, toys and equipment. Staff also complete thorough risk assessments on planned activities, such as the use of cornflour 'gloop', rice and raw pulses to enable children to play and explore safely.

The provider has implemented highly effective systems of for self-evaluation and as a result they can successfully identify and address weakness in their provision. This includes

resourcing a new early writing area in the pre-school room, assessments, enhancing outdoor planning and further developments in the baby and outdoor areas. They make sure they take into account the views of all accessing the nursery, including parents in order to create their development plan. As a result a parent-nursery association has been created and this has helped to successfully breach gaps between the home and the nursery. Therefore, their provision is consistently being improved and partnerships with parents are strengthened.

Staff work closely with other professionals who support the work of the special needs coordinator in the nursery. These include speech and language therapists, occupational therapists and physiotherapists. This means children benefit from a unified approach to support their progress. Staff regularly receive thank you cards from parents of children who have moved on to school, and sometimes hear from schools regarding the child's progress, confirming they have settled well. Therefore, staff work well together and make good links with other settings and other professionals in order to prepare children for the next stage in their lives.

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

Unique reference number	EY404068
Local authority	Harrow
Inspection number	951147
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	157
Name of provider	Boys & Girls Nursery (Stanmore) Limited
Date of previous inspection	16/06/2011
Telephone number	0208 954 3599

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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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