

# Sweetcroft Day Care

Perseverance Scout Hut, 118 Sweetcroft Lane, Uxbridge, Middlesex, UB10 9LQ

<b>Inspection date</b>	26/02/2014
Previous inspection date	27/01/2012

<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		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

- All the children make good progress in their learning and development from their starting points due to the overall effective teaching methods of staff.
- The resources are diverse and well organised and, as a result, children can select what they need for their play independently.
- Managers encourage staff to develop their professional knowledge, which contributes to a high quality of provision.
- The managers and staff work well as a team in this nursery, which helps children feel secure.

### It is not yet outstanding because

- Staff talk to children during the day and are developing their language skills but at times they do not provide clear explanations to children about what is expected of them or what they need to consider. In order to continue developing children's overall communication skills

## 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 observed children at play in a variety of situations, both indoors and outside.
- The inspector carried out joint observations with the manager and the deputy manager.
- The inspector had discussions with the manager, the deputy manager, staff, parents and children.
- The inspector looked at a selection of documentation.

## Inspector

Ileana Shirley-Smith

## Full report

### Information about the setting

Sweetcroft Day Care registered in 2007. The nursery operates from a scout hall in Uxbridge in the London Borough of Hillingdon. It uses a large main hall, an enclosed outdoor play area, a kitchen and toilet facilities. The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 51 children in the early years age group on roll, attending a variety of sessions during the week. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery currently supports a number of children learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs 13 staff including the manager and the cook, of whom 11 hold appropriate early years qualifications.

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

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

- strengthen the quality of teaching further to provide consistency in promoting children's overall communication skills.

### Inspection judgements

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

The nursery staff and their manager have a very good understanding of young children's needs. This enables them to plan stimulating and fun activities for the children, keeping them busy and engaged. Staff join in children's games and lead interesting activities with the children. This extends their learning through play, which results in children making good progress in all areas of learning and development.

Children explore and learn about interesting textures. For example, they discover what happens when they mix flour and water. They learn about the properties of natural materials, such as sand, as they build sand castles. Staff make effective use of play activities to help children extend their learning. For example, children learning English as an additional language learn new words from staff as they talk and play together with the sand. Additionally other staff help children learn to share tools in the water tray. During the session and activities staff talk to children about what they are doing but on occasion staff do not always provide children with clear enough instructions on what they expect them to do or why they should do something. Therefore this does not consistently promote their developing communication. Although overall children are making good progress in their language and communication development.

Staff organise exciting materials with which children create their own art work. They lead singing sessions in which children practise nursery songs, which helps them develop their language skills. Every week the nursery invites in a visiting professional who leads movement and music sessions with the children. These sessions enhance children's experiences and help them develop balancing and rhythm skills.

Staff lead engaging story-telling sessions using masks and story props, which the children learn to animate as they retell the stories by themselves. This adds to their understanding that words carry meaning and of story lines and builds up their self-confidence and enjoyment in learning. Staff join children in make-believe games in the play kitchen, sharing out and counting cup cakes. This helps reinforce children's skills in using numbers for counting. The children are confident in their new learning and are well prepared for school.

Each child is assigned a key person who is responsible for their progress. Key persons make detailed notes of children's interests, levels of learning and development. Staff complete regular assessments and compile well organised 'progress' folders, which they regularly share with parents. Key persons and parents meet regularly and together plan next steps in learning for each child.

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

Staff establish positive relationships with children. Children show they fully trust the staff who look after them and feel comfortable in their care. This emotional security results in children being happy, confident and independent in their play. Children explore resources freely and independently. This allows them to follow their interests, concentrate well and solve problems together. For example, children help each other to extend the indoor tent by trying to lift one of the flaps to make a new roof. This shows that children work cooperatively together and are developing problem solving skills.

The nursery has well-established routines, which help children know what is expected of them most of the time. Staff provide positive role models by being respectful and friendly to each other. If the necessity arises, staff use a firm but gentle manner to help children learn how to manage conflict. Although on occasion staff explanations are not as clear as they could be overall children behave well towards one another. .

Staff make children's safety a priority. They supervise children well. The premises are secure with a controlled entrance and enclosed garden. Staff regularly examine all play areas and equipment for safety thus minimising the risk of accidents. They organise the environment in such a way as to enable children be independent in their exploration, without endangering themselves.

The nursery employs a cook who prepares fresh and healthy meals on the premises, which the children enjoy. This helps children learn about healthy lifestyles. Staff join children at lunch and snack times, participating in conversations and helping maintain a pleasant social time. These arrangements contribute to children's progress in listening and

speaking skills.

The door to the outside space is kept open, thus allowing children to move freely between outdoor and indoor activities. This means that children have access to fresh air and exercise, helping them to stay healthy. Staff guide children to regularly wash their hands after using the toilet and the older children are independent at doing this. The children fully enjoy their activities and the time they spend in this nursery. They develop good skills, courage and independence in readiness for the next stage in their learning.

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

The manager works closely with the whole staff team to maintain high standards in the nursery. She has a good understanding of young children's needs and is confident to lead by example, as well as supporting staff in doing their best for the children. The manager is a caring and approachable leader who prioritises the welfare of the children, families, and her staff team. The nursery has all the required policies and documentation in place including those relating to safeguarding, accidents and complaints. These are all shared with parents to keep them informed.

Staff have a good knowledge of the safeguarding requirements and are aware of the potential signs which may trigger concerns about a child's welfare. This means that children are protected from harm. The nursery implements robust recruitment and vetting procedures to help ensure only suitable adults work with the children. Staff maintain all required documentation to contribute to the safety and well-being of all children in the nursery. The management team implement systems to monitor and appraise staff and through this identify and prioritise training needs.

The manager works closely with her deputy and is present in the everyday life of the nursery. The deputy manager leads regular planning meetings with the staff in which they discuss activities they plan for the children. The manager regularly checks children's progress folders in meetings with each key person. This ensures that the monitoring of children's progress in learning and development is consistent. Assessment systems in the nursery are effective and precise, which contribute to children's good progress in learning. Staff are able to identify any additional needs at an early stage and the manager then can proceed to organise effective early interventions.

The manager offers continuous support to her staff in their work and professional development. This results in a great majority of staff being qualified and confident in their work with the children. The manager regularly observes play and learning sessions and gives feedback to staff to ensure that these are of the highest standard. This continues to improve staff's performance.

The manager is proactive in developing a wide range of partnerships with parents which enables staff and parents to work together for the benefit of the children. The manager has developed good working relationships with a range of outside agencies. The staff work

closely with the local authority and health professionals to organise cohesive support for all the children who attend the nursery, including children with additional needs. The manager collaborates with local schools, which contributes to continuity in children's learning. The manager and her team are ambitious and reflect on their practice to evaluate the provision and identify priorities for improvement. They demonstrate that they are capable to raise standards and do the best for all the children and families attending.

### **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>	EY363185
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	950074
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Lynda Jane Weeden
<b>Date of previous inspection</b>	27/01/2012
<b>Telephone number</b>	07963 455 157

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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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