

9 Months Nursery

30a The Grove, Isleworth, Middlesex, TW7 4JU

Inspection date	19/02/2014
Previous inspection date	05/07/2012

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

- Children make good progress in their language development and their social and physical skills because they engage well in their play activities and receive effective support from staff.
- The nursery establishes effective partnerships with parents and some inspiring initiatives have a very positive impact on parents' involvement in their children's learning.
- Children develop good relationships with each other and settle well because staff are kind and caring.
- Children's needs are consistently well met because the leadership and management team is effective in supporting the whole staff team to make ongoing improvements to their practice.

It is not yet outstanding because

- Older children do not always have access to a wide range of number or measure toys, which means there are missed opportunities to consistently enhance their mathematical thinking in play.
- Children's independence is not consistently encouraged throughout the nursery. For example, younger children are not regularly encouraged to contribute to preparing for meals and snack times.

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 activities in all rooms and the garden area.
- The inspector conducted a joint observation with the manager.
- The inspector had a meeting with the manager.
- The inspector met and talked with parents, children and staff.

- The inspector sampled documentations such as registers, safeguarding procedures, welfare policies, children's records, risk assessments and reviews, and staff training documents.

Inspector

Victoria Weir

Full report

Information about the setting

9 Months Nursery is run by 9 Months Limited. It opened in 2001 and operates from four rooms in a converted basement and ground floor of a large Victorian house in Isleworth in the London Borough of Hounslow. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to a secure, enclosed outdoor play area. There are currently 31 children aged from eight months to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 10 staff, all of whom hold appropriate early years qualifications. The manager has 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:

- promote children's mathematical understanding further through ensuring that a range of number and measure resources are readily available for children to play with during their day
- develop children's independence skills further by allowing them to pour their own drinks and serve their own food.

Inspection judgements

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

Children are progressing well in all areas of learning and development relative to their starting points due to the range of activities that are provided and staff interactions. Staff demonstrate a strong understanding of how to support children's learning. They regularly record each child's development through observations to create targeted individual learning plans. Staff then bring this information to the planning stage for the weekly activities. This ensures that all children receive good support because all staff working in the room are aware of how to support individual children. Children choose together what activities they want available for their day to supplement the provision which is planned and continuously available. This ensures that children are well engaged in their learning because it builds on their interests. For example, a child's new toy at home sparks an interest for children to role play a vet's surgery, where children explore new technical language such as "stethoscope" and develop their problem solving skills along with their imagination.

Staff are aware of areas where individual children require extra help and they work effectively together to narrow gaps in achievement. For example, staff support children who learn English as an additional language through signing, dual language resources and the use of their home language in the nursery. This enables children to make good progress in their communication, and personal and social skills.

Children enjoy looking at books alone and with the staff. Children listen carefully to stories as staff read to them. Book corners in the nursery are cosy and inviting and as a result, all children enjoy being able to freely get books and look at them. Staff speak clearly to children which helps them develop their language and communication skills. Staff support younger children who are learning to talk by using sign language and ensure that they give children time to find the right word or phrase and they repeat key words. Staff spontaneously use rhymes and songs during children's routine which supports younger children's language and makes routines like washing hands fun. Small group planned phonic activities support older children with their emerging reading and writing, and staff encourage children to write spontaneously during their play. For example children write prescriptions for sick animals. This means that children link their writing to a purpose. Weekly Spanish lessons develop children's awareness of other cultures and provide opportunity to explore other languages.

Most children are able to count confidently and they are beginning to understand basic mathematical language when they learn to count and use number in their play. For example, staff prompt and support children in counting balls and steps during an outside game. However, there are missed opportunities in the pre-school room for children to consolidate their mathematical awareness as they do not have consistent access to a wide range of number and measuring resources. This means that children do not make rapid progress in their counting and number skills.

Parents are encouraged to share information about their child's routines, likes and dislikes with their child's key person before the child starts at the nursery. The sharing of children's learning journals, observations and assessments with parents ensures they are kept well informed about their child's progress.

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

The well-established key person system has enabled staff to build secure relationships with their key children. This means that children's physical and emotional well-being is supported effectively. Staff are sensitive to children's individual needs. For example, they are able to discuss children's routines and likes confidently and they are seen providing sensitive comfort for children who are new to day care. Children are encouraged to share, take turns and be nice to their friends. Children respond well to the praise and encouragement used by the staff. Children are well behaved and polite and many say 'please' and 'thank you' with little or no prompting. Older children play gently with younger children and show concern for their well-being.

A well-balanced and flexible daily routine takes full account of children's individual care

and learning needs. Staff use information supplied by parents to emulate home routines with regard to sleep times and meal times. Children's independence in most of the nursery is promoted well with the older children being able to pour their own drinks. However, some of the more-able younger children are not given the opportunity to experiment and pour their own drinks or serve themselves snack. This means that children that are more able are not given the opportunity to fully develop their independence and self-care skills.

Staff actively support children's early understanding of a safe and healthy lifestyle. Staff promote safety well as they supervise and support children closely during daily routines, such as coming down the stairs. They help children to adopt a positive approach to a healthy diet, encouraging them to eat fruit and vegetables. Meals are freshly cooked on the premises. Children sit with their key workers and eat in relaxed family-style groups, which ensure that meal times are sociable occasions. The nutritious diet helps to ensure that children keep well and are motivated to learn. All children have regular access to the outside play spaces. Children enjoy running, jumping, balancing and exploring the outside spaces. For example, children use a range of movements to negotiate through spaces. Staff ensure that children are made aware of any risks, such as being careful when riding cars or bikes so as not to run over any children standing on the path. Children learn about personal hygiene procedures through clear explanations and daily routines.

The range of resources both indoors and outdoors is good. Staff support children's play enthusiastically by enabling them to freely choose resources for themselves. The resources are stored in labelled containers, low-level boxes and drawers. For example, babies can help themselves to puzzles. This enables children to choose from an array of resources that promotes their choice and decision making skills.

All ages of children are prepared well for their next stage of their learning whether in the nursery or their transition to school. Parents report that staff help children acquire good attention spans, independence and a good grasp of letters and numbers. Carefully planned visits to the next room with their key person and spending time in their room with their new key person helps children to settle quickly and feel emotionally supported. Children take part in different situations so they experience having to listen in a larger group. They take part in co-operative circle games as they learn social skills and turn taking. The nursery makes supportive links with other settings that children attend which supports children's next step in their learning.

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

The manager effectively monitors the educational programmes and the consistency of assessment procedures for individual children through room leader meetings and a system of observations which take place in all rooms. The meetings enable her to check on all children's development records regularly including reviews of their progress and their next steps in learning. This approach ensures that all children receive an enjoyable learning experience tailored to their individual needs. For example the manager has recently worked with the local authority to monitor the provision which has focused on supporting

language for children, and has identified further training for staff. She engages in lots of discussion with staff to promote a consistent approach and to identify areas for improvement.

The inspection was brought forward following on from a concern received that a child had a foreign object in their mouth. The inspection found that staff are fully aware of their responsibilities and took all necessary steps to ensure that the child was safe and informed the relevant authorities. The manager carried out a full review of safety in the room and put in place additional arrangements to ensure that all risks to children are minimised and risk is monitored. In addition risk assessments are routinely reviewed with the staff team. This helps them to consider children's safety routinely. Staff are vigilant and safely maintain the areas where children play. The nursery staff are vigilant in maintaining a safe environment for children. Staff to child ratios are consistently maintained to ensure children are safe. Visitors can only enter the nursery through a gate which is electronically opened from inside the nursery and the main door, which has a key code. This means that only staff and parents can enter the nursery. Visitors sign in and staff confirm their identity before entry, which helps to protect children. Children are secure in the outdoors through a series of gates which are checked before and during children's play. Staff carry out thorough daily risk assessments on all aspects of the nursery and risk assessments for outings children attend. Staff are aware of the policies and procedures that underpin their work. They can confidently explain the signs and symptoms that might cause them concern about children's welfare and how they report any concerns. They are able to explain in detail their responsibilities for implementing the Health and Safety policy. This creates a culture of responsibility among staff that are clear about their individual roles. Bi-weekly staff meetings include regular discussions about health and safety in each room. Staff work closely with parents to ensure children's safety. For example, a recent sighting of a fox on the premises by a parent led to humane pest control, and a review of garden safety. Parents are encouraged to engage in discussion around the safety of the premises through parental questionnaires and the parents' notice board. Recent building work was carefully managed and risk assessed and kept separate from children's use of the premises. Parents report that there was no disruption to children's care. Parents know how to make a complaint and the manager ensures that the nursery records, investigates and responds appropriately to parents if a complaint is made. The nursery is part of the healthy settings national award scheme which has led to an increased amount of outdoor play for children.

The nursery provides good support for all staff to develop their professional knowledge and to pursue further qualifications as necessary. Training is identified as part of the monitoring systems of self-evaluation which means that it effectively improves children's learning and development. A rigorous induction procedure ensures that new staff become familiar with their roles, responsibilities and the nursery's policies and procedures. The management team actively encourages feedback from staff, parents and children and local authority partners to inform the self-evaluation process. There are several plans in place to drive forward improvement to enhance outcomes for children, such as embedding the ways children learn in their activities and developing communication with children in line with national initiatives. The nursery uses self-evaluation to effectively identify strengths and weaknesses. Recommendations from the previous inspection have been fully addressed. Staff reflect upon any changes or incidents to review the organisation,

environment and resources for children. Therefore, the nursery has a strong capacity to maintain ongoing improvement in quality for children the future.

Staff have good partnerships in place with parents who comment very favourably on the nursery. Parents state that staff are very welcoming, easy to talk to and that their children settle quickly, learn and develop well and are happy. The nursery holds information and training nights for parents, such as how children learn through play. The nursery consults parents on their policies and strategies. Parents are currently being consulted and involved in the amount of time children have access to a computer through research which the nursery is involved in. The nursery is proactive in developing links with other early years settings that children attend. The manager belongs to a local steering group for early years providers. They are beginning to develop links with local schools in preparation for supporting pre-school children in their transitions. These processes demonstrate that the nursery is able to build positive partnerships to enhance children's care and learning.

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

Unique reference number	116180
Local authority	Hounslow
Inspection number	954542
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	46
Name of provider	9 Months Limited
Date of previous inspection	05/07/2012
Telephone number	0208 847 0303

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

