

Alperton Day Nursery

360 Ealing Road, Alperton, Wembley, Middlesex, HA0 1PF

Inspection date	10/02/2014
Previous inspection date	23/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and well settled in their environment and clearly benefit from the key person system, which works well in forming positive and secure relationships between children, parents and staff.
- The well-resourced learning environment provides children with a range of experiences across the seven areas of learning.
- All children in the nursery have regular opportunities to play outside in a well resourced and interactive outdoor learning environment.

It is not yet good because

- Records of medication are not consistently maintained.
- There are inconsistencies in the quality of the observations records for children and staff do not always maximise on opportunities to extend children's learning.
- Monitoring systems are not fully effective in identifying weaknesses and gaps in staff practice.

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 spent time observing staff and children in both playrooms and outdoors in the garden.
- The inspector inspected relevant documentation relating to the children, staff and the nursery.
- The inspector took into account the views of children, staff and parents spoken to on the day of the inspection.
- The inspector engaged in discussions with the management team.
- The inspector carried out joint observations in the pre-school and toddler room with one of the managers.

Inspector

Samantha Smith

Full report

Information about the setting

Alperton Day Nursery is managed and operated by Bright Horizons Family Solutions Company. It opened in 1992 and operates from a purpose-built building. It is situated on the grounds of the Sainsbury supermarket in Alperton in the London Borough of Brent. There is an enclosed outdoor play area. The nursery is open Monday to Friday from 7am to 7pm all year round except for Bank Holidays. There are currently 53 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and who are learning English as an additional language. The nursery employs 11 members of staff, all hold appropriate early years qualifications and the two managers hold degrees and Early Year Professional Status. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that records of medication administered are recorded consistently in line with requirements, by recording the last dose medication was given by parents and the times medication is administered in the nursery
- develop observation and assessments systems for the under 2's to ensure that there is a focus on the prime areas of learning
- ensure observations are purposeful, clearly showing children's next steps and link these to planning.

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

- develop further the monitoring systems to enable you to identify, early weaknesses in practice, paying particular attention to observation and assessment systems
- improve staff practice, in using open-ended questions to extend children's thinking and help them make connections in learning.

Inspection judgements

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

Children, overall are making satisfactory progress and are achieving the expected milestones for their ages. Staff demonstrate that they have a secure understanding of their role in supporting children's learning. However, Observations and assessment vary in quality. Some staff observe children regularly and identify clear and purposeful next steps to help children achieve new skills. Other observations lack purpose and the identified next steps are not well aimed at supporting children to make progress. Babies are making sound progress in their personal social and emotional development, which they demonstrate through the positive interactions with staff. Staff sit close to children offering physical reassurance as babies explore and investigate their environment.

Older children enjoy completing puzzles, using construction to make models and engaging in role-play activities in the home corner. There is some opportunity for older children to develop their understanding of mathematics as they count in their play. For example, whilst filling up the buckets of sand, they are encouraged to count the number of scoops it takes them to fill the bucket. However, staff do not use daily routines to extend this further, for example, by talking to children during meals time about size and quantity. Older children have access to computers and programmable toys, which supports their understanding of technology. Children are beginning to develop an interest in books. They enjoy free access to the book area and they sit attentively to listen to stories, read by staff.

There are suitable systems in place to support children who speak English as an additional language, through the provision of 'Every Child's a Talker' (ECAT) resources, which staff are beginning to use to support effective engagements with children and parents, who have communication difficulties. There are suitable systems in place to support the early identification of children with special needs and/or disabilities and the nursery is developing appropriate links with other professionals. Parents are welcome in the nursery and can talk to their child's key person or the managers at any time. They are encouraged to take part in their children's learning by contributing towards their learning journeys. Some write additional information about their children's achievements at home and this enable staff to extend this further with children in the nursery.

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

Children are content and well settled in their environment. They benefit from the positive interactions that they share with staff, who know and understand their needs well. The key person system generally works well in promoting positive partnerships with parents and supports children in developing appropriate attachments within the nursery.

Overall, staff create a safe, welcoming learning environment, where children enjoy activities and some learning opportunities. Both the indoor and outdoor environments are

suitably risk assessed and appropriate action is taken to minimise potential hazards to children. Behaviour is mostly positive as children generally play well together and respond appropriately to staff requests. Staff set appropriate boundaries and manage children's behaviour consistently. They spend time on the children's level and provide them with appropriate explanations. As a result, children are receiving clear and consistent messages about acceptable and unacceptable behaviour.

The environment is clean and appropriately maintained, and there are suitable hygiene practices in place, which promotes children's good health and prevents cross infection. Staff regularly change children nappies and sensitively support children through potty training. Babies individual routines are respected as they rest and sleep according to their needs and staff happily accommodate further wishes from parents. All children engage in regular outdoor activities as they use a suitably resourced interactive garden. Children are encouraged to wash their hands as part of the daily routine and staff support them well in this. Children have access to drinking water throughout the day and their meals and snacks are suitably nutritious and freshly prepared on site by a qualified cook. There is some opportunity for children to develop their self-help skills, as they sometimes serve themselves at lunch and snack times. These skills support children as they prepare move to school.

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

This inspection was brought forward in response to information received that raised concerns about hygiene practice in the baby room, food preparation, administration of medication, supervision of children using toilet facilities, planning and activities available, risk assessments and staff knowledge and understanding of health and safety requirements. This inspection finds hygiene practice throughout the nursery and supervision of children to be good. The cook implements good practice in respect of storage of food items and food preparation. Risk assessment is effective in identifying and minimising potential hazards and staff demonstrate a suitable understanding of health and safety requirements. There are sound systems in place to complement children's good health, although there are inconsistencies in the recordings of medication administered to children. Children make sound progress in their learning and development. However there is inconsistency in the quality of observations and assessment of children's progress, particularly the younger children and this affects how well staff plan for children's future learning.

The management team demonstrate that they have a clear vision for the nursery. They are committed to improving the quality of the provision. However, they are finding it difficult to employ a permanent manager and this is having an impact on the effectiveness of the nursery. The nursery is currently being supported by two managers, who are job sharing the role. Safeguarding and child protection procedures are securely in place and firmly understood by all staff, which ensures that children are suitably safeguarded. Recruitment and vetting procedures are firmly in place as are systems for assessing the continued suitability of staff who have been working at the setting for a long period. All

staff have opportunities to complete regular training through an online learning programme and some attend training through the local authority.

The nursery promotes positive partnership working with parents through the regular exchanges of information between parents and staff. Parents are encouraged to share their observations from home and they are kept informed of their child's progress as they attend meetings with their child's key person. Regular newsletters keep them updated with events and daily activities within the nursery and their views about the nursery are sought periodically throughout the year.

The nursery demonstrates that they have a strong capacity to improve. The management team have a positive attitude and strong commitment towards achieving a high quality nursery with a well-experienced and qualified workforce. There are good systems in place for monitoring staff performance and there is a programme of professional development in place. The management team carry out regular quality assurance visits and these are generally effective in identifying weaker areas. However, targeted action has yet to have an impact on the quality of the nursery.

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	137754
Local authority	Brent
Inspection number	953226
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	53
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	23/08/2013
Telephone number	020 8566 7663

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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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