

Roxmead Nursery School

Youth Centre, St. Andrews Church, Malvern Avenue, HARROW, Middlesex, HA2 9ER

Inspection date

Previous inspection date

13/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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	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

- Strong partnership with parents means that they are involved with their child's learning and development.
- The educational programmes support children's learning effectively. As a result, children make good progress based on their starting points.
- Staff work well together and build close links with other professionals. Therefore, children, including those with special educational needs and/or disabilities are being prepared for the next steps in their learning.

It is not yet good because

- The risk assessment procedures do not always fully ensure that staff identify additional risks in the environment and these are actively removed or minimised.
- There are inconsistencies in the recruitment procedures, which mean that the systems for ensuring suitability checks are in place are not always fully secure.
- Staff do not always fully extend children's communication and language 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children's play inside and outside.
- The inspector met with the manager and discussed safeguarding policies and procedures and the systems for self-evaluation.
- The inspector carried out a joint observation of a planned activity with the manager.
- The inspector sampled children's records and profiles and other key documentation.

Inspector

Carolina Montesinos

Full report

Information about the setting

Roxmead Nursery School registered in 2013. The setting is privately owned. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting operates from a church hall in the London Borough of Harrow. Children use one playroom and there is a garden for children to access. Toilet facilities are on the same floor. The setting is open 9am until 12 noon each day, term time only. There are six staff, including the manager and an administrator working with the children. The manager is a qualified teacher. Half of staff hold suitable childcare qualifications. The nursery supports a number of children with special educational needs and/or disabilities and children with English as an additional language.

What the setting needs to do to improve further

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

- ensure recruitment procedures are robust and include an enhanced criminal record check for every new member of staff
- ensure risk assessments procedures are followed consistently and used to effectively remove or minimise risks to children.

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

- increase opportunities for the extension of children's communication and language skills.

Inspection judgements

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

Children arrive happily at nursery and are excited to participate in a range of planned activities. Staff provide a highly stimulating, learning environment, which promotes motivation for children's learning. Children look at the visual prompts displayed around the nursery and choose from a wide variety of activities across the areas of learning. Younger children enjoy playing and exploring because staff have a good understanding of how to promote children's learning and adapt their provision, based on the children's individual needs. For example, there are quiet spaces to look at books and comfortably listen to stories read by a member of staff. There are also opportunities for children to climb on a frame and slide down another, testing their physical abilities.

Staff effectively support a number of children who speak English as an additional language. They use robust strategies to promote children's language acquisition. Staff make the most of the resources and ensure the learning environment helps children develop language skills. For example, by using key vocabulary, providing a range of multi-cultural resources and displaying labels in children's home languages.

Staff provide plenty of opportunities for letter recognition. For example, children begin to recognise the letters in their names through self-registration, birthday boards and other celebration boards. Furthermore, staff provide meaningful interactions and ask questions in order to support children's learning and promote thinking skills. For example, as children participate in a tasting activity, staff ask questions to help children describe what they see and feel. They introduce new vocabulary, such as spiky, juicy and sweet. However, some staff miss opportunities to extend children's language because the questions they ask are not always challenging enough. For example, when talking about farm animals, staff focus on asking questions about colours, which children find very easy. Nonetheless, children access many opportunities to challenge their abilities in a well-resourced purposeful environment.

The systems for observation, assessment and planning work effectively because the staff carefully observe and consider the needs and interests of the children in order to plan activities for them. There are clear systems in place to support children who need additional support, which include working with other professionals and the schools children move to. As a result, children are making good progress in their learning considering their starting points and educational gaps are narrowing.

Parents are seen as partners in the nursery; they are familiar with the nursery routines, the staff and the policies of the nursery. Staff involve parents in their children's learning, by establishing two-way communication through key person meetings, daily exchange of information and parents' questionnaires and emails. Parents also provide key information as children settle in the nursery, which inform staff's initial assessments and the progress checks for two-year-old children. Therefore, there is a good partnership with parents, which means there is a united approach to help ensure children's needs are being met.

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

Children enjoy their time at nursery because staff are welcoming and kind and provide secure relationships. As a result, children build strong bonds and develop confidence to initiate their own play as they enjoy the freedom to move between the indoor and outdoor learning environments. The key person system works well in supporting children through change as new children settle in. Children are given the time to become familiar with the nursery and build relationships with their key person, the staff and other children. Parents have ample opportunities to contribute and discuss plans and any concerns with the key person. As a result, children settle well and learn to take change in their stride.

Staff are generally vigilant and follow deployment and health and safety systems to help ensure children are safe in the setting. Staff conduct daily checks of the premises using a

checklist of areas and aspects of the provision they have identified as unsafe or containing potential hazards. However, there are times when procedures for risk assessment are not followed, as staff are not always quick to respond to additional identified risks. For example, when securing the outdoor space gates which had been blown open by the strong winds. This compromises children's safety and well-being. However, the risks to children were observed to be minimal because children were always under staff supervision and fully engaged in play. Furthermore, there were no open exit routes out of the main premises and the surrounding fields were secured by a fence and a locked gate.

Staff promote healthy lifestyles through their policy for healthy eating. Parents provide children's daily snack, which consists of fruit, vegetables and water to drink. Children are learning to manage their own personal needs. There are tissue boxes around the nursery that children use when they have a cold or to wipe their faces clean. Additionally, children demonstrate increasing independence as they can use the portable sink to wash their hands using soap. They also eat independently, having a member of staff nearby to support those who need it. Children learn about being safe, as staff talk to them about safety, for example, as they use large play equipment for climbing. As a result, children develop physical skills and test their own abilities, taking controlled risks in their learning and development.

Staff are positive role models for children; they treat children with respect and provide appropriate boundaries to support children's behaviour. For example, they have introduced a system to ensure children are respectful of each other's work and learn to take turns joining a particular activity. Additionally, staff ratios help to ensure there is available support for children who need it. As a result, there is a calm and purposeful atmosphere in the setting and children behave well.

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

The manager has a sound understanding of the requirements for safeguarding and promoting the welfare of children. Staff have completed safeguarding training and have a secure understanding of what to do if they have concerns about a child and the correct procedures to follow. There are procedures in place for risk assessment and staff have attended training courses on health and safety and first aid. The nursery has a sound range of records, policies and procedures to support practice.

The manager is aware that all staff must have enhanced criminal records disclosures, to demonstrate that they are suitable to work with children. She has followed through appropriate recruitment procedures to ensure staff are qualified and have experience to work within their roles. However, the manager has not always implemented her own suitability checks for staff, having accepted their current Disclosure and Barring Service documents that were recently completed by another employer. In addition, staff provide only one reference when they start working at the nursery. Therefore, current recruitment systems are not yet fully robust.

Induction processes include ensuring that staff are familiar with policies and procedures, particularly safeguarding children and health and safety issues. This helps to promote children's safety and well-being. Staff are offered regular supervision and appraisals and the manager monitors their performance appropriately. The manager promotes professional development and supports staff while they are acquiring their qualification. Additionally, staff are able to attend some training courses organised by the local authority and in-house training. This helps to ensure that staff continue to improve their skills, knowledge and practices to help drive improvement in the quality of the provision. All required documentation, including the register of attendance, is in place and appropriately maintained to support the nursery's safe practices and welfare of the children.

The manager has a good understanding of the learning and development requirements and has a drive for development, which is reflected in her own practice. The manager is highly qualified and ensures that monitoring of the educational programmes means children have the best opportunities to learn and develop. Staff monitor children's progress well. They complete regular and baseline assessments on entry, and evaluate children's progress when they leave the nursery. Parents contribute to this assessment by completing "All about me" forms. Therefore, there is a secure system for observation, assessment and planning, which the setting shares regularly with parents. In addition, staff work closely with the local schools and professionals from the local authorities in order to help ensure children are ready for school. School teachers visit the nursery in the summer and staff plan activities to help children become familiar with new environments. This means children's needs can be effectively targeted and supported by strong partnerships and they are well prepared for the next steps in their learning.

There is a good atmosphere in the setting; staff take improvements on board and embrace change. All staff are aware of areas for development because they discuss and review their development plans regularly at staff meetings. There are secure systems for self-evaluation in place, which take into account the views of the parents, children and staff. The development plans have effectively identified areas for development; however, as this is their first inspection under new ownership some of the systems are not yet fully embedded. Nonetheless, there are plans in place to address any weaknesses in the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure risk assessments procedures are followed consistently and effectively remove or minimise risks to children.

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	EY465681
Local authority	Harrow
Inspection number	933159
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	37
Name of provider	Bright Ideas Teaching and Learning Ltd
Date of previous inspection	not applicable
Telephone number	07946593470

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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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