

Villas Day Nursery

78a Brondesbury Villas, London, NW6 6AD

Inspection date	08/05/2014
Previous inspection date	07/06/2013

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

- The quality of the teaching and learning is good and therefore children are making significant progress in their learning and development.
- The learning environment both inside and outdoors purposefully engages children in a wide range of experiences across all areas of learning.
- Observations and assessments procedures include a successful tracking system to show the progress children make.
- The leadership and management of the nursery are good. The manager demonstrates a clear understanding of the requirements of the Early Years Foundation Stage and consequently, she monitors this well.

It is not yet outstanding because

- Staff do not always model appropriate language pronunciation for children.
- Staff do not extend opportunities for children to learn to negotiate problems and manage potential conflicts for themselves.
- Staff do not encourage all parents to take part in their children's learning by sharing activity ideas to enable them to continue supporting their children at home.

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 carried out observations of children and staff interactions both inside and outdoors.
- The inspector sampled a range of documents, including children's development records and staff files.
- The inspector engaged in discussion with some parents, staff and the provider/manager.
- The inspector invited the manager to carry out a joint observation.

Inspector

Samantha Smith

Full report

Information about the setting

Villas Nursery registered in 1992 and is managed by a private provider. It operates from the basement flat of a Victorian house, situated in the Queen's Park area in the London Borough of Brent. Children have access to a playroom, and a second room that offers a quiet area and the nursery kitchen. There is also an enclosed outdoor play area. The nursery is open each weekday from 9am to 3pm, 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 14 children on roll in the early years age range. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs four members of staff including the manager. Over half the staff hold a relevant level 3 qualification.

What the setting needs to do to improve further

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

- extend ways to support children further so they learn to manage and resolve issues for themselves
- encourage all parents to take part in their children's learning by sharing ideas, so that they can support their children's learning at home
- develop staff practice further so they consistently model the correct pronunciation of words for children to hear and use.

Inspection judgements

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

Children are making good progress in their learning and development because they receive positive support from staff. The enabling learning environment successfully provides children with good opportunities to explore and access a wide range of resources, across the different areas of learning. They are creative and develop their imaginative skills as they play in the home corner area and dressing up clothes. They have access to equipment and tools such as, play cameras, recycled laptops and telephones and various other tools to support their understanding of how things work. Children are beginning to develop their early writing skills. They have many opportunities to practice their mark making and writing skills in various areas of their play, including in the home corner, writing area and in the garden. Those children that can write independently

receive good support to develop this further, for example, by making signs and labels for displays around the setting. Staff support children's communication and language skills well. They engage them in meaningful conversations to gauge what children know and assess their level of understanding. They use open-ended questions well to extend children's learning and challenge their thinking skills further. Children who speak English as an additional language also receive good support. Staff gather basic words in other home languages, which they use to promote better engagements with children by providing opportunities for them to use their home languages in their play. However, when children pronounce words incorrectly, staff do not always correct them by modelling the correct pronunciation of words.

There are good systems in place for the ongoing assessment of children's progress, which enables staff to track children's progress and accurately highlight their achievements. Since the last inspection, the provider has taken steps to improve the observations systems. Staff use their observations of children to plan for their next stages of development, which they link to the planning.

Staff support older children well to prepare them for their move up to school so they develop key skills that will aid their future learning. They are encouraged to assist their personal needs, such as dressing themselves when they are going outside, serving themselves at mealtimes and making independent choices about their play.

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

Children are happy and well settled in this warm and caring environment. They benefit from and enjoy positive relationships with the staff, which in turn contributes towards them feeling safe and secure. The key person system is effective in settling new children into nursery life and supporting them in developing trusting relationships with staff.

Children are well behaved and staff act as positive role models, setting clear examples for children as they learn to take turns and respect each other. Staff set clear boundaries for children to follow. However, they do not extend the opportunities for children to learn to resolve problems or possible conflicts for themselves, for example by providing timers or stop clock, to enable children to manage taking turns by themselves.

Children's good health and physical needs are well promoted throughout the nursery. They have regular opportunities to engage in outdoor play, where they enjoy a balanced range of experiences. There is suitable provision in place to facilitate young children's sleep routines and staff change nappies regularly, according to the children's individual needs. Meals and snacks are nutritious and children enjoy a range of homemade and pre-made foods. Mealtimes provide children with opportunities to develop their independence and social skills as they serve themselves and engage in discussions with each other.

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

This inspection was prompted following concerns raised to Ofsted about how the setting communicates and share records and information with parents, meets the children's individual needs, staff suitability and managing complaints. During the inspection, further concerns relating to the premises, information for parents and complaints were raised and these were also investigated as part of the inspection. At the inspection, the provider demonstrates that they meet all the requirements of the Early Years Foundation Stage.

The leadership and management of the nursery is good. The provider has a secure understanding of her responsibilities towards children's care and learning needs. Safeguarding arrangements are firmly in place and understood. Staff attend regular safeguarding training, and consequently, they safeguard children effectively. There are good systems in place for the safe recruitment and vetting of staff, ensuring that staff are suitable for their roles. Effective risk assessments and daily routines ensure children are cared for in a well-managed environment. Staff are well deployed and good ratios of staff to children are maintained, which enables staff to effectively meet children needs throughout the day.

The provider demonstrates that they have a strong capacity to maintain continuous improvements. Since the last inspection the nursery have worked closely with the local authority to improve staff practice and in turn improve outcomes for children. The provider regularly monitors children's learning records to ensure that they provide suitable experiences that support children's individual development needs well. In addition, there are effective monitoring systems in place, to achieve consistency amongst the staff team. For example, appraisals and supervision systems are in place for monitoring staff performance. This enables staff to become fully involved in identifying areas of strengths and target areas for improvement, as they continually review the quality of their work.

Staff have positive working relationships with parents. Management follow clear procedures set out in their policy to manage any complaints in line with requirements. They provide parents with good information about the nursery and regularly exchange information about their children each day. This informs parents about the activities their children enjoy and the routines they follow, to promote a consistent approach. Parents advise they are happy with the care and learning provided for their children. They state they work closely with their child's key person to support their children's care and learning needs and view records of assessment. Systems to share activity ideas with parents so that all parents support their children's learning at home are not as successful, to further promote children's continuous learning. The nursery works with the local schools that children move onto, so they receive up to date assessment records to support children in the next step of their learning.

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	137856
Local authority	Brent
Inspection number	967059
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	15
Number of children on roll	14
Name of provider	Nadine Susan Newman
Date of previous inspection	07/06/2013
Telephone number	020 7624 2130

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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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