

Aston Pierpoint

34 Priory Road, HAMPTON, Middlesex, TW12 2PD

Inspection date

Previous inspection date

15/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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	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

- Staff meet children's learning and development needs well because they use children's assessment information to inform planning effectively.
- Children behave well because staff use successful strategies to manage children's behaviour, such as use of praise to motivate children.
- Staff provide nutritious snacks and meals and provide daily fresh air and exercise, which enables children to develop healthy habits.
- Staff help to ensure children's safety well. A biometric entry system and closed circuit television is in place to help to prevent intruder access.

It is not yet outstanding because

- Opportunities for children to interact with displays linked to different concepts are not fully developed.
- Opportunities for children to learn about where food comes from by planting and growing are not widely available.

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 carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector held a discussion with management and sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Aston Pierpoint Nursery and Pre-School registered in 2013 under new ownership. It is privately owned. It operates from a detached property in a residential road in Hampton, Middlesex. The nursery receives funding for free early years education for children aged two, three and four years. The nursery is open between 7.30am and 6.30pm for 51 weeks of the year and is closed for public bank holidays. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 23 childcare staff, including the manager, and a deputy manager. Of these, 16 staff hold appropriate early years qualifications. The manager holds Early Years Professional Status. Currently, two staff members hold qualifications at level 4; 10 staff members hold qualifications at level 3; four staff hold qualifications at level 2 and seven staff are currently unqualified. The nursery employs a cook. There are 122 children in the early years range on roll.

What the setting needs to do to improve further

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

- support children's learning further by providing interactive displays linked to different concepts
- develop further opportunities for children to learn about nature in the outdoor environment, such as how things grow and where food comes from.

Inspection judgements

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

Children make good progress in this organised, homely nursery. They choose freely from accessible resources to create their own play. Staff balance this well by providing structure to children's learning through adult-led activities. Staff encourage children's independence and free choice by enabling them to choose to play indoors or outdoors. This also supports different ways that children learn. Children engage well with activities because staff link activities to children's interests. Staff provide a wide range of stimulating tasks for children based on areas of learning. This supports children's progress well.

Staff provide good emphasis on the promotion of children's communication, language and literacy skills. They have daily phonics sessions for older children where children learn letters and sounds in songs. Staff reinforce children's learning of letters and sounds by asking children to name objects related to the letter sound. Children do this confidently. Staff also enable children to find their names on cards when they arrive at the nursery.

This helps children to recognise their names and supports their early literacy skills. Older children take part in a structured reading scheme, which enables them to take books home to share with parents. This supports early literacy skills well. Children practise their early writing skills by using a wide range of tools and materials, such as note pads, colouring pencils, whiteboards and pens. Children take turns to speak and listen during group discussion sessions. Staff teach children about capacity while children fill and empty different sized containers in the water tray. Staff teach children new words, such as 'empty, full' and this supports their language development. Children join different materials together as they create their own models using recycled materials. They practise their small muscle-control skills to operate tools, such as scissors. Staff make the most of everyday opportunities to teach children to count. For instance, they ask children to count the number of plates as they lay them on tables for snacks. Although some wall displays support children's learning, there are few interactive displays to support children's learning of different concepts, such as numbers, shapes, letter sounds. Children operate simple technology independently as they use electronic cash tills in role play. Younger children explore the texture of mashed potato by moulding, squeezing and patting it while they play creatively. Staff teach babies new words to describe the texture, such as 'cold, smooth'. They encourage babies to follow simple actions by scooping and emptying the mixture repetitively. Staff read babies' favourite stories in lively tones and this supports babies' early literacy skills. Overall, these activities help children to develop good skills for later use in school.

Children play imaginatively on deck of a large wooden ship adventure frame. They practise their climbing skills on the ship's climbing wall and crawl under and over different objects. Children negotiate space well while they ride on wheeled toys. Staff teach children physical coordination skills as they play throwing and catching games. The outdoor space is used well, in general to support different areas of learning. Staff use the quietest areas of the garden to provide a selection of books for children to browse through. This supports children's early literacy skills. Children express themselves creatively while they make collages using different materials. However, staff do not always make the most of opportunities to enable children to learn about how plants grow by planting and growing seeds.

Staff have good knowledge of children's development because they carry out regular observations of children. They collect other evidence of children's skills through photographs and samples of their art work, which staff evaluate well. Staff use this information to form children's next steps for learning. This helps to ensure that children's needs are met well. Staff carry out progress checks for children aged two years and provide written summaries to parents. This helps to keep parents informed of their children's development.

Parents contribute well to their children's learning. They complete home observation sheets of their children's skills which they share with staff. Staff use this information to inform planning. Staff provide a nursery bear, which is taken home by children. Parents and children record his adventures which are discussed by children on the bear's return. This enables parents to play a role in supporting children's learning. Parents talk to staff each day when information regarding children's care and learning is exchanged. This helps to keep parents up to date with their children's development. This is supported further by

staff who provide parents' evenings where children's progress is discussed.

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

Children have warm, happy relationships with staff who know them well. Staff find out about children's personalities and skills when they first arrive and use this information to provide activities that children enjoy. Staff provide routines that help children to settle well. They help children to understand routines by displaying pictures of key daily events. Staff have a flexible approach and readily incorporate home routines of babies. This enables babies to settle undisturbed and supports their feelings of well-being.

The nursery is bright and welcoming. Staff place value on children's art work by presenting their work in attractive displays. Children behave in safe ways. They hold onto the low handrail as they negotiate stairs and walk one behind the other. Staff teach children about road safety so that children behave in safe ways while out on trips. Staff carry out regular fire drills and this helps to ensure that children could vacate the building efficiently in an emergency. Children have good independent skills. They help to lay the table for lunch, select food for themselves and feed themselves confidently. Staff support younger children, as needed. Children wash their hands at appropriate times independently. They have good self-care skills. For instance, they brush their teeth after eating and put on some items of clothing by themselves. Staff change children's nappies in clean, private areas, which supports children's comfort.

Children learn to develop healthy lifestyles. Staff enable children to take daily fresh air and exercise in the spacious outdoor area. They provide nutritious, well-balanced snacks and meals, which cater for special dietary needs. This helps to ensure that children eat suitable food. Children help themselves to drinks throughout the day, which keeps them hydrated.

Staff have very clear expectations of children's behaviour, which they share with children. This supports children's understanding of ways to behave. Staff are calm and fair with children. They use praise to motivate children to behave in positive ways. Staff also use an analytic approach to managing children's behaviour where they identify and remove causes of negative behaviour. As a result, children behave well. Children settle readily into new group rooms at the nursery because they spend time with staff in new rooms before moving. This helps children to get familiar with new routines and environments. Staff have begun to develop links with local schools to support children who later move to school.

Staff place strong emphasis on teaching children about difference. They provide a wide range of multicultural books and display common words in different languages. Staff teach children about traditional music from different countries around the world by playing a variety of music. Staff teach children about special cultural or religious events, such as the festival of Eid. For instance, children got involved in a hand painting activity to celebrate the occasion.

The effectiveness of the leadership and management of the early years

provision

Staff prioritise children's safety. They carry out regular risk assessments covering all aspects of the nursery to help prevent accidents. A biometric fingerprint entry system and closed circuit television helps to prevent intruder access. All staff have had safeguarding training and have good awareness of procedures to follow should they be concerned about a child. The manager has good knowledge of the requirements of the Early Years Foundation Stage. Management is aware of its role and responsibilities in relation to this. Staff are vetted well for their roles through systematic checks. This helps to ensure staff suitability for their roles and helps to keep children safe.

The manager observes staff regularly and provides feedback to staff to improve their practice. The manager supervises staff regularly and this helps to identify areas of underperformance so that appropriate support can be offered. Management has an appraisal system in place and appraisals take place each year to identify staff training needs. This has led to staff attending a range of courses to support their professional development. For instance, staff attended a course on behaviour management, which led to staff using a wider range of strategies to manage behaviour effectively. Management has good insight into the quality of planning and assessment because it carries out spot checks on children's learning journals and planning. This helps to identify and inconsistencies in quality so that improvements can be made. Staff carry out tracking of children's progress, which shows if there are children operating below expected levels of development. Staff offer support to close gaps in learning.

Staff have good links with others involved in children's care and learning. They direct parents to the services offered by the local children's centre to support children's learning. Staff work well with parents by keeping them up to date on their children's development. They offer parent workshops covering how children learn through play. This provides good opportunities for parents to contribute to their children's learning. Management seek parent views of the nursery and act on parental suggestions. For instance, parents suggested adding children's favourite meals to the nursery menu, which led to a wider choice of meals. Staff have good links with the early years department of the local authority who offer support and advice.

Management had good awareness of the effectiveness of the nursery provision. Staff reflect regularly on the strengths and weaknesses of the nursery. Management has identified areas for improvement, such as offering a wider range of courses to staff to further enhance their skills. The nursery operates successfully and has good ability to maintain this in future.

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	EY470345
Local authority	Richmond upon Thames
Inspection number	939887
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	122
Name of provider	PMD Consulting (UK) LLP
Date of previous inspection	not applicable
Telephone number	02089795005

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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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