

Early Years Day Nursery

London Playing Fields Foundation Pavillion, Birkbeck Avenue, Greenford, UB6 8LS

Inspection date

Previous inspection date

09/07/2014

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

- Children are engaged in their play and have fun. They are happy playing and learning alongside their friends and behave very well throughout the day.
- Staff understand children's routines and backgrounds. They plan well for the children based on this knowledge and the progress children are making. Staff observe children's achievements and interests accurately, and as a result, children are making good progress in relation to their starting points.
- Children have regular opportunities to play and learn outdoors, and benefit from fresh air and physical exercise.
- Parents are positive about the care their children receive and appreciate how they are involved in their children's learning.

It is not yet outstanding because

- Staff are less confident to extend activities further using a broader selection of open questions.
- There are fewer opportunities for children to engage in role-play activities outdoors.

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 observed children in their play and interactions with staff indoors and outdoors.
- The inspector read and took account of the nursery's self-evaluation form.
- The inspector engaged in conversation with children, staff and parents.
- The inspector conducted a joint observation with the nursery manager.
- The inspector sampled the nursery's documentation and children's learning journals.

Inspector

Aileen Finan

Full report

Information about the setting

Early Years Day Nursery re-registered in 2014. It is owned by a private provider and operates from the first floor of a sports pavilion in Greenford, in the London Borough of Ealing. There is lift and stairs for access to the nursery. The nursery is open each weekday from 8am to 6pm all year round, except for bank holidays. Children have access to one large playroom and there is a garden for outdoor play. The nursery currently employs eight staff of whom, all apart from one staff member, hold appropriate early years qualifications. The manager/owner holds Early Years Professional Status. The deputy is completing an early years degree and two staff including the unqualified staff member are completing training courses. The nursery is registered on the Early Years Register. They provide support for children with special educational needs and/or disabilities and for those children learning English as an additional language. The nursery is in receipt for funding for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- use a broader selection of open questions, when interacting with children, to further promote their exploration, suggestions and ideas

- extend the opportunities for role-play activities outdoors.

Inspection judgements

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

Staff support children's social, language and communication skills well through a broad range of activities and resources that cover all areas of learning. Children enjoy their time at nursery and engage happily in their play. Children enjoy listening to stories and are confident to join in with familiar phrases and anticipate endings. They happily take part in action songs and rhymes and are eager to choose the next song. Children play cooperatively alongside one another as they develop their imagination. They role play indoors, with dolls in the home corner or construct a house out of large bricks together in a group. The children use play tools and are confident to identify a hammer, drill or screwdriver. Staff interact with the children and are proactive in helping them understand how to use a spirit level. They support children in using new terminology such as 'stronger'. However, staff miss some opportunities to support children to think more curiously, explore and offer suggestions through the use of more effective open questions.

Babies enjoy playing indoors in the sand or develop their walking skills with staff that hold

their hand or remain close by. Babies and toddlers receive lots of cuddles as staff get down to their level and play on the floor with them. Staff use effective verbal and non-verbal communication to promote the young children's early language. Outdoors the younger children have time to play and explore prior to the older children joining them. The garden area provides opportunities for children to develop in all seven areas of learning and children have fun. They play contently in small groups or in their solitary play. There are fewer resources and opportunities outside however, to offer children role-play experiences to broaden their interests and secure relationships with one another.

Staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. They share children's progress with parents through regular discussions and feedback at the end of the day or through parent consultations. Staff make assessments on the children based on their knowledge and understanding of the individual children and are able to plan appropriately so that all children benefit from broad learning opportunities. Overall, they are developing securely, and in line with typical expectations in relation to their starting points; and show readiness for the next stage of their learning.

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

Children enjoy a broad range of learning opportunities. They are engaged in their play and show that they understand the routines of the day and staff expectations. Children behave very well. They have warm relationships with the staff that look after them and demonstrate that they feel safe, content and emotionally secure. Staff provide babies with a welcoming area to play in, which offers space for them to move, crawl and walk as they play. Babies sleep according to their routines in a dedicated sleep room and therefore awake, refreshed and ready to resume their play and development. They are cared for by friendly staff that interact with them well through both verbal and non-verbal communication.

Children have regular access to the outdoors, which promotes their health because they receive plenty of fresh air and exercise. They are starting to develop an awareness of the importance of drinking water as they play physically outdoors and the effect exercise has on their bodies. Currently, children are practising for their sports day and are confident to follow instructions for lining up in readiness for their races. Children learn how plants, flowers, vegetables and fruits grow because they have been tending them in the garden area. They are keen to identify what is growing and recognise the need to dig up weeds and water their produce.

Children understand the importance of washing their hands prior to eating or when coming in from outdoor play and do this with minimal intervention. Older children listen to reminders from staff, which supports their safety. For example, as staff encourage children to walk carefully up and down the stairs. Staff offer children opportunities to seek their own assessment of risk when playing. The nursery provides nutritious, healthy and balanced snacks and meals for the children. Staff adhere to children's dietary needs, allergies or preferences. Lunch times are sociable, with babies and older children sitting

together. Babies are encouraged to self-feed and older children's independence is evident as they serve themselves with vegetables or help to lay the table, counting how many cups they need. Overall children are developing securely in their physical and social skills and demonstrate readiness for the next stage of their learning.

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

The nursery offers a welcoming and inclusive environment and is led and managed effectively. There are robust procedures in place for recruitment, induction, supervision and training. This means that the staff working with adults are suitable to do so and receive regular support to promote their professional development. Staff are deployed well and children are supervised and kept safe. Staff review risk assessments of the environment frequently and highlight potential hazards. For example, staff have identified that the balcony railings are not safe at the current time and therefore this area is not used.

Staff demonstrate a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. All staff complete safeguarding children training as part of their induction and most have completed further child protection training. They are therefore aware of the procedures to take should they have a concern about a child in their care. The nursery implements robust policies and procedures, which staff adhere to appropriately. Staff share these policies with parents so that they understand the procedures that support children's safety, health and well-being. The manager is confident in identifying the nursery's strengths and plans for their future improvement, which include enhancing facilities for outdoor learning. The manager and staff are confident to acknowledge the partnerships they have with parents and other professionals in the local area.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. Staff meet with parents and children are offered settling-in visits prior to entry into nursery. Staff therefore, have an effective understanding of children's skills and abilities, background and interests. Staff plan for children well as individuals, and based on the accurate observations and assessments that they make have a thorough understanding of children's progress. Staff share this progress and children's next steps for learning regularly with parents. Consequently, overall, children are making good progress in relation to their starting points.

Partnerships with main feeder schools in the area are establishing. Staff provide transition reports to schools, through parents, prior to children moving on to school. Relationships with parents are positive. The staff invite parents to be part of their children's learning and offer additional guidance through workshops held at the nursery. Parents state that staff are friendly and support the care arrangements in place with other professionals. They add that their children are happy to attend the nursery and settle well. There are regular opportunities for parents to speak with their children's key person on a daily basis and during formal meetings. Partnerships with other agencies promote the interventions and

support children sometimes need. These are well established.

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	EY474407
Local authority	Ealing
Inspection number	952655
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	39
Name of provider	Elaine Joy Orchard
Date of previous inspection	not applicable
Telephone number	02085759215

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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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