

Inspection date

Previous inspection date

14/07/2014

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

- Staff provide a well-planned creative environment, which encourages children to take part in a wide range of learning opportunities both indoors and outside.
- Children have developed secure attachments to staff members and the settling-in process is sensitive to the needs of all children. As a result, staff successfully support children's well-being.
- Children progress well in this language-rich environment and have many opportunities to speak in their native tongue with bilingual staff, supporting their learning.
- The manager fosters a culture of continuous improvement in all areas of her own development and in the nursery.

It is not yet outstanding because

- Occasionally, staff miss opportunities to promote children's independence skills.
- Staff do not always use effective strategies to fully engage parents to extend their children's learning 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.

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 observed children's activities indoors and outside.
- The inspector carried out a joint observation with the manager and held discussions with staff.
- The inspector sampled the setting's documentation including policies, learning journals, assessments and written self-evaluation.
- The inspector took account of the views of parents through recently completed questionnaires and by holding discussions on the day.
- The inspector checked the evidence of the suitability of all persons working unsupervised with children and other documentation in relation to safeguarding and welfare requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

The nursery registered in 2014. It operates from domestic premises in Queens Park, in the London Borough of Brent. The whole of the ground floor flat, apart from the master bedroom, is used for childcare. There is a fully enclosed garden available for outside play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two-, three-, and four-years-old. There are currently 22 children on roll in the early years age range. The nursery supports children learning English as an additional language. It operates from 8am to 6pm, Monday to Friday, for 50 weeks of the year. There are eight members of staff, including the manager. Currently, six staff hold relevant qualifications at level 2 and 3 including Qualified Teacher Status and one staff member is working towards a relevant qualification at level 3.

What the setting needs to do to improve further

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

- provide more opportunities to develop children's independence and self-help skills
- strengthen partnerships with parents by providing them with more opportunities to extend their children's learning at home.

Inspection judgements

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

Staff at this nursery all have a good understanding of the requirements of the Early Years Foundation Stage. Consequently, they plan many challenging and enjoyable experiences for children. The quality of teaching is mainly good and is continually improving through the focused supervision of new staff members. Children access resources and engage in a wide range of activities in the indoor and outdoor areas. Staff achieve this by providing a well-balanced program of child-initiated and adult-led activities. Staff adapt the activities to include any observed interests or ideas that the children offer. As a result, activities are tailored to meet children's current interests, supporting their learning and development. The equipment and resources within the setting are well maintained, creatively planned and suitable for the ages of children attending. For example, outside there is a sand tray, insects and leaves frozen into ice, a ball pit, buggies, dolls, wheelbarrows and a pop up-tunnel to choose from. Children's recent topic on spiders is on display and children enjoy threading ribbons into the fence to make a spider web, which supports their fine-motor skills. Children benefit from factual information sheets that staff provide to develop their understanding of the natural world.

Children freely take resources outside and are encouraged to transport these themselves, using their strength and balance. Indoors, children develop their imaginative play as they explore the home corner, which includes a kitchen, cash register, play food and baskets, a large book display and a selection of musical instruments. Children often sing during activities and staff value their input as they encourage them to contribute their choice of song. Staff challenge children's thinking during a train activity by asking open questions such as 'Where do you think the nearest train station to here is?' They sensitively correct the children's attempts and offer the right answers, supporting their understanding of the place in which they live. Children use pens, paper and scissors to make pictures, which supports their early mark-making skills. Staff encourage children to wait their turn while they go around helping others, thus supporting their turn-taking skills. Staff demonstrate to children how to hold the scissors correctly. One child exclaims in excitement, 'I can cut it' as he proceeds to cut his own paper, developing his fine-physical skills. During activities, staff access resources from various boxes and use props or materials to extend children's play. For example, they provide crepe paper of various colours to make fire for the children, who vocally display their excitement.

Staff promote children's readiness for school and promote good listening skills as they encourage them to follow instructions. Children tidy up when asked and listen to what is happening next. This supports their communication and language through routine activities. The manager arranges visits with the local schools or nurseries, which the children will be attending. This helps to increase familiarity for children and prepares them well for their next stage of learning.

Partnership with parents is developing well and staff keep parents informed of their child's learning. They have daily discussions to inform parents about the types of activities they offer and their child's interest. In addition, the weekly plans are now displayed in the entrance hall following requests from parents. The manager further supports communication with parents through occasional emails and parents can access children's learning journals at any time. However, not all parents take this opportunity to view their child's learning journals and staff do not always use effective strategies to engage parents to extend their children's learning at home.

Staff complete mini-observations on all children and these are placed in each key person's file. Staff determine children's next steps from ongoing observations and incorporate them into the following weeks plans, supporting their progress. Staff refer to a national guidance to assess children's skills, knowledge and abilities accurately, which they document on a quarterly review. Staff share this review with parents during a consultation meeting to discuss their child's progress. All children make good progress at the nursery including those learning English as an additional language. For example, children arriving with minimum levels of spoken English, have the opportunity to speak in their native tongue to bilingual staff. Staff offer translations for particular words to help children fully understand. As a result, children are working at and some exceeding, the expected development levels for their age for their communication and language development.

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

Children are happy and settled at the nursery. They explore their environment with confidence and are fully aware that staff are available for reassurance and comfort as needed. As a result, children develop secure bonds with staff and settle quickly. Staff ask parents to complete a getting to know me form before starting to establish their child's abilities and needs. This includes detail information on special people, their likes, dislikes, key words, comforters, and a brief account of their daily routine at home. Staff tailor plans for each individual child using this information and adapt plans accordingly. Some parents gradually increase their child's hours of attendance over time and staff complete a settling-in diary to document this period.

Children are beginning to gain a sense of belonging at the nursery. They have their own personalised coat pegs with their photograph, individual named trays and nursery bags to use. Children freely access their trays; however, due to the height of their coat pegs, they are unable to reach them without support. As a result, children miss opportunities to develop their independence skills. Children learn about different cultures and traditions during circle time and discuss positive role models with staff. This supports their understanding of similarities and differences of people and communities.

The nursery has an effective key-person system in place and parents are fully informed of who cares specifically for their child. Staff take responsibility for their key child and act as the first point of contact for parents. Any concerns or daily information which parents inform staff about is noted in the setting's communication book, which is regularly referred to. Staff display photographs of their key children in the entrance hallway for parents and develop positive partnerships with them in relation to meeting their child's individual care needs.

Staff teach children how to behave well. For example, they use a happy and sad choice board for them to reinforce the nursery rules and read stories to them about appropriate behaviour. Staff suitably challenge unacceptable behaviour and speak to children by getting down at a low-level and using a soft tone, which they respond to well. Staff praise children being kind and affectionate towards each other and give them time to help others, raising their self-esteem and encouraging cooperative play. Staff remind children to use gentler hands throughout the day. They promote children's awareness of personal safety well. For example, staff remind children to fasten their own shoes as they may fall over and remind them to put their sun hats on, as it is very warm.

Staff promote a healthy lifestyle by offering children a range of nutritious foods to try, which are balanced and nutritious. For example, during mealtime, children enjoy eating prawn noodles with vegetables. Staff also provide healthy snacks, which consist of a selection of fruit and small sandwiches. Children enjoy hot lunches and dinners daily, which are all freshly prepared and cooked on the premises. Staff gather information about children's dietary allergies and preferences, which they display next to the kitchen. This ensures that children's individual needs can be fully met. Staff use mealtimes as a social occasion where children interact well with their peers. Staff model socially acceptable behaviour by encouraging children to say 'please' and 'thank you'. During snack time, staff hand out bowls and occasionally serve snacks to the children, which gives children fewer opportunities to develop their self-help skills. Staff ask children to wash their hands after playing outside and before all mealtimes, promoting safe hygiene practice and reducing the spread of germs. Staff encourage children to enjoy daily fresh air and exercise as they

have regular access to the outdoor space including a larger area for them to dig and run in. Children also visit the local park, which has a small farmyard for them to explore, supporting their understanding of the world.

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

The nursery provides a safe and secure environment for the children as all the safeguarding and welfare requirements are robustly met. Entrance to the nursery is via an electronic intercom system and the back entrance is made secure. All visitors to the nursery sign-in and out. Furthermore, staff require adults who are not named on registration forms to provide a secure password and show identification. As a result, unauthorised adults cannot access the nursery and children cannot leave the premises unsupervised. Staff-to-adult ratios are maintained at all times and staff will ask for additional support when needed. Staff have a good understanding of child protection procedures. They are aware of the appropriate actions to take if they have any concerns for a child who may be at risk from harm or abuse. Staff complete a concern form to ensure everything is fully documented for future reference and the lead person takes responsibility for any concerns that arise. Staff use suitable documentations to record accidents, incidents and medication and there is a strict policy in place to administer any medication to children. Staff carry out a daily risk assessments of all areas including a full detailed annual check. Comprehensive safeguarding policies are in place including current procedures on the use of cameras and mobile phones. Staff regular practise the fire evacuation drill and often evaluate the procedure by looking for ways to improve.

The manager is fully aware of safer recruitment procedures and all staff working with children have undergone suitability clearance checks. Staff have a six-month probation period where they are closely supervised and supported by the manager during this period. As part of the initial staff induction, staff are made fully aware of all nursery policies and procedures and their knowledge is further tested via staff questionnaires. The manager uses this to identify extra support for staff such as training needs. Staff also have a supervision meeting every six weeks and hold discussions during inset training days planned throughout the year, to cover any concerns or worries that may arise. Staff training and qualifications throughout the setting are strong and they have relevant experience to teach children the skills to progress in all areas of learning. The setting has a well-organised professional development programme, which helps improve the quality of teaching. The manager actively sources further training options to secure additional opportunities for the staff and is currently completing a foundation degree herself in early years. At present, five staff have completed their first-aid training and there are plans to train all remaining staff.

The manager uses self-evaluation to support the continuous improvement of the nursery and seeks parents' views as part of this process. She gains these through daily discussions, email communication and parent questionnaires. Parents are also invited to celebrate special events such as Mothers' day and Fathers' day. These partnerships are developing well and the overall feedback shows how happy they are with the nursery.

Staff seek children's views by observing their interaction and asking them what they like to do in order to influence any future plans. To aid this process, staff have introduced a thinking blanket activity, which they use during circle time, to find out what children would like to do the following week.

Partnerships with other early years providers and external agencies are well established. The management updates their knowledge on the learning and development requirements by attending regular local authority meetings. The nursery is a member of a recognised professional association for childcare and receives regular emails and updates. The nursery has regular visits from an early years advisor, who support them in maintaining a reflective practice and offers advice. The relationship they have with other providers also gives the nursery access to specialised additional support if needed, for the children in their care.

The Childcare Register

The requirements for the compulsory 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	EY471952
Local authority	Brent
Inspection number	950820
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	22
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

