

8 till 6 Eagle Nursery

Woodheyas Hall, 32 Woodheyas Road, Willesden, London, NW10 9DE

Inspection date	09/07/2014
Previous inspection date	13/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 children with interesting and challenging experiences that meet their needs.
- The quality of teaching is consistently good and, therefore, children make good progress in their learning and development.
- A well-established key person system helps children form secure attachments and promotes their well-being and independence.
- Partnerships with parents and external agencies are well established and make a strong contribution to meeting the children's needs.

It is not yet outstanding because

- Staff teach children the names of the letters, rather than the sounds, so they do not develop phonic knowledge to decode regular words and read them aloud accurately
- More able children are not always encouraged to use their phonic knowledge to write words in ways which match their spoken sounds

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 activities inside and outside and invited the manager to undertake a joint observation of an activity.
- The inspector talked to parents, staff and children.
- The inspector met with the manager.
- The inspector sampled some policies and tracked some children.
- The inspector read the self-evaluation form.

Inspector

Louise Bland

Full report

Information about the setting

The 8 till 6 Eagle Nursery is run by an individual. It opened in September 2009 and operates from one large hall and a garden in a community hall. Children have access to a secure garden. The nursery is situated in Neasden in the London borough of Brent. The nursery serves the local community and is open Monday to Friday from 8am until 6pm all year round. Children may attend on a full or part-time basis. The nursery is registered on the Early Years Register and provides funded early education for two-, three- and four-year-olds. There are currently 21 children aged from two years to under five years on roll. The nursery currently supports a number of children who speak English as an additional language. The manager holds a National Vocational Qualification at level 3 and has attended additional level 3 training in management. Most staff hold a relevant qualification.

What the setting needs to do to improve further

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

- teach children to use phonic knowledge to decode regular words and read them aloud accurately rather than using the names of the letters

- support more able children to use their phonic knowledge to write words in ways which match their spoken sounds.

Inspection judgements

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

The educational programmes provided ensure a broad range of experiences help children make good progress towards the early learning goals. This is because staff have a good, secure understanding of the areas of learning and about how children learn. All seven areas of learning are available to children both inside and outside. There are opportunities for children to develop their pre-writing skills around the room and outside. Children are taken on visits, to extend their learning and enhance their learning opportunities, to the library or the supermarket for example. Visitors are invited to the setting to further increase opportunities and learning for children. For example, a music and dance company teaches children about rhythm and dance. This promotes children's physical skills as they learn how to move their bodies in various ways to the music.

The quality of teaching is good overall. Staff use their skill to break activities down into small chunks to enable children to build up their concentration and knowledge. During circle time, staff concentrate on different areas of learning for shorter periods, such as

helping children recognise their names, numerals and discussing the rules of behaviour. This means children are fully engaged and remain focussed. However, staff often teach children the names of the letters rather than the sounds that they make. This means that children do not develop phonic knowledge to help them write words or read words accurately. Children that are more able are not always encouraged to write words in ways that match their spoken sounds. For example, staff spell out words using letter names when children want to write their name or write a label for their picture. This does not fully promote children's emerging literacy skills.

There is a stimulating and well-resourced environment both indoors and out. The space in the room is organised effectively to meet the needs of all children. Children can identify where resources are kept by the labels on the boxes. They can self-select their activities, developing independence and choice. The expressive arts and design area gives children a large choice of resources promoting independence and imagination. There is a large range of equipment that children can choose to use and displays of photographs show children enjoying various creative activities to inspire others. Children were using different drawing equipment to draw their own pictures.

Staff complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. Staff can demonstrate that all children, including those learning English as an additional language, are progressing well towards the early learning goals. Partnership with parents and external agencies, for example the local authority inclusion team, provide further support for children's progress, helping to ensure they make good progress.

All staff have high expectations of all children. Planning for individual children is based on observations and accurate assessments made by key staff right from the start, when parents share information about their children's prior skills, knowledge and interests. Parents are kept well informed about their children's progress, both on a daily basis and at regular times throughout the year.

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

A well-established key person system helps children to form secure attachments to their key person and promotes their well-being and independence. Children are happy, curious, excited and attentive. Parents are happy with their children's progress and feel comfortable approaching members of staff for advice or support.

Children's behaviour is very good, showing that children feel safe and ready to learn. Staff are good role models and they provide clear guidance for children about what is acceptable behaviour. For example, staff have taken photographs of children at the setting demonstrating acceptable behaviour. One photograph shows a child sitting at the table eating lunch. The words underneath read 'We sit down to eat our lunch'. This is discussed at circle time, as well as other times, so that children have constant reminders. Therefore, children learn what acceptable behaviour is.

Children are given opportunities to develop independence. At the start of the day children self-register by finding their name and sticking it on the wall. Staff choose helpers every day and their names are displayed in the entrance hall. The helpers give out snack and set the tables for lunch, developing pride in having responsibilities and tasks.

Children learn about keeping themselves safe by helping staff to wipe tables before and after lunch and to tidy up toys when they have finished playing with them. Children participate in regular emergency evacuation procedures to develop their familiarity and confidence. Children wash their hands after using the toilet and before preparing or eating food. Therefore, they learn about the importance of good hygiene routines. Children have regular access to the outdoor space where they can have exercise, playing with the football, climbing or running in games. Children receive a healthy, balanced snack and lunch. The manager cooks healthy meals on the premises and children learn about healthy eating at meal times and snack time.

The strong emphasis on writing and building independence and confidence helps prepare children for school. There is a graduation ceremony for children leaving the setting to go to full-time school.

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

The leadership team understand and meet the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage very well. They drive improvement through a clear and successful improvement plan that supports children's achievements. They identify strengths and weaknesses effectively through accurate self-evaluation, which takes in to account the views of staff, children, parents and other professionals. There is clear focus on what the children are learning and how well they are progressing.

The provider has made significant improvements since the last inspection. Staff now have a consistent approach to teaching children appropriate behaviour. For example, photographs of children at the setting teach them to run outside not inside, and to use listening ears at group time. Children now have responsibility and independence. They now take turns to give out snack and to prepare the table at lunchtime. Children make their own beds up to sleep on. The room has been reorganised so that children can self-select activities and chose their own learning, which increases the opportunity for children to develop independence. The outdoor area now fully incorporates all seven areas of learning and children use the area to continue learning. For example, children write their name on the chalkboard. Further improvements have centred on staff training in the Early Years Foundation Stage curriculum, which has led to individual planning for children. This means that all children make good progress.

Recruitment, supervision and training have a very strong focus on safeguarding and child protection. Safeguarding and child protection practice is reviewed regularly. The staff team have attended safeguarding training and are aware of their roles and responsibilities

in protecting children. They understand fully the safeguarding and child protection policies and procedures of the setting. They are aware of the possible signs of child abuse and know whom to contact should they have any concerns about children's welfare. Thorough risk assessments ensure children's safety receives very high priority. There are robust systems for recruitment in place and staff's suitability to work with children is checked and regularly monitored.

There are effective systems for performance management and supervision, and a well-established programme of professional development is helping practitioners to improve their knowledge, understanding and practice.

Partnerships with parents, external agencies and other professionals are well established and make a strong contribution to meeting children's needs. Parents comment that they are very happy with the progress their children make. Appropriate interventions are secured so that children receive the support they need so that all children make good progress from their starting points.

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	EY392317
Local authority	Brent
Inspection number	965321
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	21
Name of provider	Mary Isabella Kwaw
Date of previous inspection	13/12/2013
Telephone number	02084519605

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Type of provision

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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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