

Preston Multicultural Nursery School: First Steps to Learning

114 Carlton Avenue East, Wembley, Middlesex, HA9 8NB

Inspection date	17/07/2014
Previous inspection date	09/10/2013

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled in the nursery, and their independence is adequately promoted to help develop their sense of well-being.
- The nursery has strong links with other early years settings, which supports children when they move on. Staff prepare children well, through the range of activities organised, for their readiness for school.
- Staff plan individual next learning steps for each child. As a result, children progress well towards the early learning goals, including those learning English as an additional language.

It is not yet good because

- The provider does not effectively implement systems to ensure that staff's ongoing suitability is monitored to safeguard children's welfare.
- Staff do not consistently implement the behaviour management policy to ensure children know what is expected of them and always learn acceptable behaviour.
- Staff do not always use effective strategies to fully encourage and share with parents how they can 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.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector carried out a joint observation with the provider and held discussions with members of staff.
- The inspector sampled the nurseries documentation, including the policies, learning journals, planning and assessments.
- The inspector took account of the views of parents through recently documented feedback and discussions on the day.
- The inspector sampled documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

Preston Multicultural Nursery School: First Steps to Learning is owned by a private provider. It originally opened in 2002 and moved to the current premises, at St Erconwald's church in Wembley, in the London Borough of Brent, in 2004. The nursery has use of two rooms, a large hall and there is access to an enclosed outdoor play area. The nursery is open Monday to Friday, from 8.30am to 5pm, all year round except for bank holidays. The nursery is registered on the Early Years Register. There are currently 37 children on roll, attending on a full-time and part-time basis. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. They are in receipt of funding for the provision of early years education for children aged three and four. The nursery employs six members of staff, all of whom hold appropriate early years qualifications and one is qualified to degree level. In addition, specialist teachers provide computer and Spanish sessions.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement effective systems to ensure that staff, and any other person who has regular contact with children, are suitable, and remain suitable
- ensure that children's behaviour, and the behaviour management policies and procedures, are implemented consistently by staff.

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

- 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 demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan activities to cover all the areas of learning. Staff complete detailed medium and long-term planning, but adapt these weekly to include any observed interests of the children. As a result, children engage in a wide range of activities and experiences which they find both challenging and enjoyable. Staff display the plans for parents in the entrance area, and weekly plans within each room.

Teaching and learning is good throughout the nursery. Staff engage in purposeful dialogue during activities and use good teaching techniques to gain the attention of younger children. This supports children in their communication and language development. Children enjoy freely moving between the indoor and outdoor areas and, therefore, they use the outdoor resources on regular occasions throughout the day. However, children can choose to stay inside if they are involved in an activity. Therefore, staff effectively meet their needs and encourage them to be actively involved in their play. Staff manage this through a high staff-to-child ratio and good deployment of their teaching skills. While outside children run around and freely choose from water play, numbered bikes, role play or use the quieter book area, and undercover den. Further shaded areas entice children to collect insects in jars. They use magnifying glasses and technology to promote their understanding of the world. For example, children use the tubes and telephones or homemade cups with string to talk to their friends, developing their speaking and listening skills.

Staff support children to take turns and share with each other. This helps promote their social skills. Children balance on narrow wooden ramps and tyres, developing their physical agility. Staff praise the children's achievements, and this raises their self-esteem. Indoors, staff encourage children to speculate and test ideas through trial and error. For example, children use wooden blocks to make roads and towers, and are supported to try again when they collapse. Staff encourage children's ability to express their ideas and use their imaginations. Children can use sand play, the home corners and available resources, such as, cardboard boxes, tubes and paint to express their creativity. Staff use good questioning techniques to extend this learning. For example, they ask 'What are you making?', and when told it is a rainbow ask 'What colours are you using?' This challenges children to develop their critical thinking skills. Further labelled resources are available throughout the day. Children choose supplies from the store cupboard during their focus week. As a result, children concentrate well on the activities that they have chosen and make good progress in their learning and development. The nursery walls are abundant with displays rich in language and colour. For example, staff display 'welcome' notices in many languages, celebrating the diversity of this nursery. Furthermore, key words and positional language support children's recognition of letters and words. This helps increase their awareness that print carries meaning and develops their literacy skills.

The nursery staff support children well in preparing for the next stage in their learning and development, and their move on to school. Children try on the uniforms in the school home corner and role-play, using the book bags provided. Staff read books with the children about starting school. They sensitively talk to children about how they will wear a uniform and make new friends. Partnerships with all the schools children move on to have developed well, and children meet their new teachers during arranged visits. Children's progress is shared and observations are carried out to provide teachers with a clear picture of children's achievements. Staff talk to children after each visit and how it went. These familiar experiences help children to make confident transfers to any new setting. Children appear excited when they talk about moving on. As a result, school readiness is promoted very well.

Children take part in activities that promote the specific areas of learning. For example, they use brushes and water to paint letters and numbers onto the walls and easels, and

writing tools to draw with and write their own name. This supports their early literacy skill development well. Staff count with children as they play in the water and stack funnels together, supporting number use in everyday play. This develops awareness of numbers, counting and develops their mathematical skills. Children take part in additional lessons at the nursery. For example, a computer teacher comes into the setting to help children develop their keyboard and mouse skills.

Staff carry out regular observations of children at play and during adult-led activities. These are placed in children's learning journals along with any photographs taken. Staff use these to explore the future possibilities and opportunities for each child. As a result, plans for each child are tailored to meet their individual interests and needs. Staff use a progress tracker, based on national guidance, to assess each child's skills, knowledge and abilities accurately. They use these and the completed progress checks for two-year-old children to identify areas that children may not be developing well. Children progress well including those learning English as an additional language. Children have the opportunity to clarify any words that they are not familiar with through helpful bilingual staff, and additionally play a variety of language games. Staff devise word banks for new children, starting in their home language, to further support their communication and language development.

Partnerships with parents are mainly good, and the nursery staff use several strategies to involve them in their children's learning. These include sending children's books home each term, which include the activities they have been involved in and their response to them. Staff hold regular parent consultation evenings to discuss the progress that children have made. Staff complete a termly report and target sheet for each child which is shared at these and encourage parents to contribute. This demonstrates how their input is valued. Parents are invited to come into the nursery and carry out activities with the children. Staff display pictures of these experiences in the entrance hall aiming to keep parents informed. However, through discussions on the day of the inspection and documented feedback examined, it is evident that some parents were unsure about the range and type of activities their child experiences each day. This limits the learning that can then be extended by parents at home.

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

Children appear happy and settled in the nursery and have developed satisfactory bonds with the staff. Children access named pegs to hang up their possessions, and clearly identify their photo from a wall feature which displays all the children attending. As a result, children are developing a sense of belonging to the nursery. Parents are asked to complete a settling-in sheet and diary when children start. This includes information on their home routines, diet, abilities and current interests. Furthermore, a care plan and link book is used for the younger children. This encourages regular information to be shared from both carers and staff. During this time an open-door policy operates and parents are welcomed in for as much time as they feel they or their children need. Parents express how quickly their children settled into the nursery routine. As a result, continuity of care between the home and nursery is effectively maintained.

Children receive support to be kind and affectionate to each other as they are praised when playing well. They are encouraged to ask politely if they would like something from another child. However, staff fail to intervene during a physical conflict witnessed between two children on the day of the inspection. This highlights that although a detailed behaviour management policy is in place, it is not being implemented effectively by all staff.

The key-person system is adequate and parents are aware of the person specifically caring for their child. The key person is available to discuss daily information with parents and takes the responsibility of completing all observations and assessments on their children. This means that activities are tailored to suit children's individual needs and are suitable for their levels of development. Staff support children to manage their own personal needs and develop self-help skills appropriate to their current stage of development. For example, staff help children to button up their shirts and encourage them to help put on their shoes before going outside. Furthermore, children regularly pour their own drinks with support and wash their own hands after playing outside and before eating. Staff assist them by providing a step and displaying pictorial instructions. Children are developing their awareness of a healthy lifestyle and how to keep themselves safe. For example, they apply their own sun cream when they identify that it is hot. Staff support children to gain a basic awareness of their own personal safety and risk. For example, children are asked to open the cardboard box they are playing in as they will get too hot, and not to rush their food when eating as they may choke. However, children, on occasion, run around with the jars that children use to collect insects and are not reminded of what is expected of them to keep themselves safe. Therefore, staff do not consistently reinforce, or make clear to children, what is expected of them.

Staff are developing an awareness of how to be healthy. Children are beginning to drink water over juice, and eat less sweet snacks. Children bring in their own lunches from home and place them in a cooler. A strict vegetarian rule is in place relating to the snacks the nursery provide. This reassures parents that dietary preferences and allergies can be abided to. This is displayed in the kitchen area to ensure that they are followed at all times. Staff increase children's awareness of healthy and nutritious food options through offering snacks, such as, strawberries, bananas, crackers, cereal and milk. Children are encouraged to cut food themselves and butter their own crackers, promoting their personal independence and self-care skills. All meal times are used as a social occasion where staff sit with the children and engage in conversation. Children are introduced to new words such as 'juicy' and 'sweet', supporting their developing vocabulary. Staff wear gloves and aprons to prepare food, and when they change children's nappies. They remind children to cover their mouths when coughing. This supports safe hygiene practice and reduces the risk of contamination, and spread of germs. Children enjoy regular fresh air and exercise. Staff regularly encourage them to use the outside space a short walk away. Children also take part in outings outside of the nursery, such as, a walk to the local shops, extending their learning experiences. The equipment and resources within the setting are suitably maintained and appropriate for the ages of children attending. Children state how much they enjoy playing with all the new toys.

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

There is sound leadership and management of the nursery. The nursery is kept secure as there is an entrance buzzer system and locks used on the outdoor area. Visitors are asked to sign in and out, and staff accurately record children's attendance each day in a register. As a result, no unauthorised adults can gain access to the nursery and no children are able to leave unsupervised. In addition the garden is supervised at all times and ratios of staff are maintained well. All staff working unsupervised with children have received a Disclosure and Barring Service clearance. This ensures that only adults, whose suitability to work with children have been assured, have unsupervised access to children. However, at present there are not effective systems implement by management to continually monitor the suitability of staff. As a result, not all the requirements for safeguarding and welfare are currently being met.

There is a designated lead person for safeguarding and all staff have received appropriate training. This means that they are fully aware of the procedures to follow in the event that they have a concern for a child. The safeguarding policy includes strict procedures on the use of mobile phones and camera use. These are reinforced by a poster displayed on the main door used by parents. Permission is sought from parents for staff to use photographs and for the administration of medication. Parents also sign to acknowledge that they have seen the nursery policies.

All staff are first-aid trained and medical supplies are located in the kitchen, nursery room and garden. This ensures that they are quickly accessible to staff when they are dealing with any incidents. Staff complete risk assessments each morning to identify any hazards. This includes the indoor and outdoor areas. A full annual risk assessment is completed on all the areas of the nursery. Staff are aware of the complaints policy and have a log in place for when they may need it. Children regularly practise a fire evacuation procedure to increase children's awareness of how to evacuate the building in an emergency.

The provider implements safer recruitment procedures; this includes attending an interview, completing an observation and demonstrating a basic level of written English. All staff complete an induction process, and as part of this read the nursery handbook. Staff complete regular supervision sessions and a yearly appraisal. These identify specific training needs and offer support to staff interested in developing their professional development. The provider monitors the learning and development requirements, using guidance from magazines and local authority updates to assist her. The nursery staff follow a self-evaluation process to help her identify further the strengths and weaknesses of their practice and are beginning to use these to drive continuous improvement.

Staff gain input from parents verbally, through written comments and via a suggestion book. For example, children's daily snacks are now displayed for following a recent request from a parent. This shows how staff value parent's views. Children's views are gained by staff. For example, during a focus week children can choose resources from the store cupboard to match their interests. Overall, partnerships with parents and other providers are developing well and the provider can clearly demonstrate how the nursery is

benefitting from these links. The nursery has access to specialised additional support as needed for the children. They have already worked with the local authority to develop individual education plans for children in the nursery. Therefore, children progress well and any gaps in their learning are closing.

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	EY294864
Local authority	Brent
Inspection number	963212
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	37
Name of provider	Neharika Khagram
Date of previous inspection	09/10/2013
Telephone number	07932410431

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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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