

# The Heritage Family Centre

161 Pitfield Way, London, NW10 0UW

<b>Inspection date</b>	02/09/2014
Previous inspection date	10/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 teach children well through a balance of adult-led and child-initiated play. As a result, children are motivated to learn and make good progress.
- Staff use consistent strategies to support children's communication through spoken language and active listening. Consequently, all children, including those learning English as an additional language, have good communication skills.
- Partnerships with parents are valued and staff are warm and friendly. There are good opportunities to include all parents and share information about their child's progress.
- Leadership and management demonstrate a proactive approach to make changes in the setting and develop staff training. There are effective methods to self-evaluate practice and initiate ongoing improvement.

### It is not yet outstanding because

- Staff do not consistently promote literacy in the environment to reinforce the way written words carry meaning.

## 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 teaching, learning and care practices in the main playrooms and outdoors.
- The inspector and manager undertook a joint observation of teaching practice followed by a discussion.  
The inspector spoke with staff and children during the inspection. A meeting was held with the manager and the nominated provider to discuss leadership and management in the setting.
- The inspector viewed samples of documentation, including policies, staff qualifications, staff suitability checks and children's learning records.
- The inspector spoke to parents and took account of their views.

## Inspector

Farzana Iqbal

## Full report

### Information about the setting

The Heritage Family Centre is a privately owned nursery. It registered in 1993 and is situated in a purpose-built building in the London Borough of Brent. There is one large room and there are two adjacent rooms for children aged two to five years. There are two separate baby rooms. All children share access to an outdoor play area. The premises are fully accessible. The nursery is open each weekday from 7am to 7pm for 50 weeks of the year. It is registered on the Early Years Register and there are currently 16 children on roll. The nursery currently supports children who are learning English as an additional language. The nursery employs nine members of staff, including the manager and the deputy manager, as well as a cook and a part-time housekeeper. All of the staff hold appropriate early years qualifications. The manager and deputy manager are working towards a Foundation degree in Early Years.

### What the setting needs to do to improve further

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

- enhance children's literacy development through a consistent display of words in the environment, such as by labelling resources, to teach children that text carries meaning.

### Inspection judgements

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

Staff have good knowledge of children's development and use approved guidance to identify developmental milestones. Staff make good use of their observations and assessments of children's achievements to identify their next steps for learning. They use this information effectively to plan an exciting range of purposeful and focused activities, based on children's interests and developmental stages. This means staff provide children with appropriate challenges according to their age, stage and starting points of development. As a result, staff motivate children's interest in learning very well and they make good progress. Staff provide a balance of planned activities such as circle time with child-led play, to support daily routines and prepare them for their move to school.

The staff organise the learning environment well. Resources are easily accessible at a low level, with good learning spaces that support learning in all areas. There is also a visual catalogue of all the resources so that children can see all the resources and toys available. This promotes children's independence to make choices and self-direct their learning. The staff plan the children's use the outdoor area effectively and offer a very good range of activities to motivate children to learn and explore.

Teaching is good, which helps children make good progress in their learning. Staff make good use of training for the, 'Every child a talker' programme, to identify and support children that may require additional language and communication support. Staff and management work closely with local early years improvement teams to focus on strategies to promote children's communication and language. As a result, all children have individual focused support for communication and language and staff closely monitor and review their progress. Children who are learning to speak English as an additional language make good progress from their starting points through good teaching strategies. For example, staff encourage children to contribute ideas by using open questions. They encourage conversation skills during circle time and repeat words back to children to model correct language. The manager monitors individual children's communication and language development and the team discuss this in weekly meetings. This results in the early identification of children who may need extra support, with the aim to narrow any gaps of underachievement.

Staff help children to improve listening skills and follow instructions. This prepares children for the next stages of learning. For example, children learn to use real tools safely as they pretend to fix a bench using a hammer and nails. They are closely supervised by a member of staff and take turns to minimise risks. As a result, children develop their confidence and proficiency. Older children, develop their mathematics skills through focused teaching time. For example, children use their fingers, draw counting circles and use small teddy bears to help them with simple sums, such as adding and subtracting. Younger children learn about measurement by pouring sand into different sized containers. This demonstrates good teaching strategies and staff adapt learning activities to meet children's individual needs and abilities.

Staff plan a good range of activities to support older children's literacy skills. Staff teach children to link sounds to letters and children learn to hear and say the initial sound in words. Staff extend this for some children to write simple words through identifying sounds, such as cat. However, the learning environment does not consistently promote children's literacy skills through the use of written words, for example, on resource labels, to enable children to link words with meaning. Nonetheless, staff do support early writing skills and children are learning to hold pencils and crayons effectively. For instance, children learn to draw a house using simple shapes, such as circles, squares, and lines. Pre-school children are learning to write their names and form identifiable letters. As a result, children are prepared for the next stage of learning and school.

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

Staff are good role models for children. They teach children to understand boundaries, expectations of behaviour and how to keep themselves safe. For example, children are positively encouraged to walk indoors. Staff explain why this keeps them and their friends safe from falling and hurting themselves. The staff use stickers and charts to reward and encourage good behaviour, which children positively respond to. As a result, children are well behaved.

Children practise fire drills regularly to learn how to safely evacuate the building in an emergency. The staff have also invited local police officers into the nursery talk to parents and children about road safety, and keeping safe when they are outside. Staff carry out daily risk assessments to further promote children's safety and well-being. Staff have a very good understanding of their responsibilities to keep children safe from harm and are confident to follow procedures to report any concerns they may have for children. All staff hold appropriate first-aid qualifications to be able to administer basic emergency care. They inform parents immediately of any accidents.

There is an effective key-person system in place to support children's physical and emotional well-being and foster good partnerships with parents. Parents express that their key person is really friendly and always shares information about their children. They comment that the regular reports from staff help them to support their child's learning at home. The key person helps the youngest children settle in and to gain a sense of security and confidence to explore the environment. As a result, children are confident and independent learners. They enjoy exploring and access a range of resources to support their learning.

Staff plan a good range of activities outdoors in the large garden, which promote children's physical well-being. For example, children benefit from fresh air and exercise to improve their strength and muscle control when they play on the climbing frame, slides and swings. Children also enjoy riding on bikes and tricycles to enhance their coordination skills as they pedal and steer the toys. There is a wide range of resources, which reflect all areas of learning.

Children develop independence in managing their self-help skills and recognise their physical health needs. Staff teach children to manage their own personal hygiene, such as using the toilet and washing their hands before and after eating. The nursery chef prepares balanced and nutritious meals and healthy snacks for children, taking into consideration individual dietary needs. As a result, children learn about the importance of a healthy lifestyle.

### **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 development plan that promotes positive outcomes for all children. The manager oversees the monitoring and assessment of children's progress and regularly reviews children's learning records. Staff identify next steps of learning through regular observations of children, which then informs the weekly planning. The manager works closely with the staff to provide a safe and secure environment for children. The use of regular risk assessments and fire drills creates a positive environment for children to learn and explore safely. All staff have completed safeguarding training. Staff and management are aware of the procedures to follow if they had concerns regarding a child's welfare.

The provider has made significant improvements since the last inspection. The learning environment has been re-organised so that children can now self-select activities and direct their own learning. As a result, children develop independence and self-confidence. The outdoor area now fully incorporates all seven areas of learning and has a range of age-appropriate activities and resources. Consequently, children thoroughly enjoy using the outdoor space to build on their learning. For example, children write on the chalkboard and sing songs with staff, others build on their knowledge of measurements through sand and water play. Additional improvements have strongly focused on staff training in a range of areas, including safeguarding. The manager tailors training to support individual staff progress. All staff have also attended the, 'Every child a talker' programme. Some staff have received training for sign language to help support children's communication and language. They have also received support for maintaining learning and assessment records, which has led to improvements in individual and group planning for children. This means that all staff help children to make good progress.

The management has effective links with other professionals which have supported them in meeting the recommendations. The manager carries out regular room and staff observations and reviews the findings with the staff to drive improvements to practice. Staff also carry out peer observations to share and reflect on good practice. The manager carries out regular staff supervision meetings and works to positively support staff, parents and children. The management and leadership team have robust recruitment procedures in place to ensure that all staff are suitable to work with children. This is followed by a strong induction and mentorship programme to help staff understand their roles and responsibilities. Staff have individual training portfolios, which are regularly reviewed and the manager actively supports continuing professional development for all staff. As a result, there is an effective system in place for staff supervision and professional development.

The management team promotes inclusive practice by translating policies in the home language of families to reach out to the multicultural community. As a result, parents are motivated to engage with the warm and friendly staff. Staff use home-link books, daily conversations and termly reports to share information with parents and encourage learning at home. Parents' comment how pleased they are with information staff share about their children's learning. They particularly value the termly reports from their key person which invites parent contributions. This helps all children make consistently good progress in relation to their starting points so they are ready for the next stage in their learning and development. Pre-school children visit their new school with nursery staff; they take pictures of their classrooms and of their new teacher. Following their visit, children create a photo album, which they revisit with nursery staff during circle time discussions. Children talk excitedly and confidently about going to school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	137805
<b>Local authority</b>	Brent
<b>Inspection number</b>	963050
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	16
<b>Name of provider</b>	The Heritage Family Centre Limited
<b>Date of previous inspection</b>	10/09/2013
<b>Telephone number</b>	020 8830 1993

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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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