

Children's Corner Day Nursery

Childrens Corner, 29 Hastings Road, LONDON, W13 8QH

Inspection date	29/08/2014
Previous inspection date	14/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- The key-person system successfully supports children's well-being, particularly during the settling-in period. As a result, children develop excellent relationships.
- Staff have high expectations of all children and provide a wide variety of highly stimulating and interesting activities. All children enjoy learning and make very good progress from their starting points.
- Staff have a good understanding of their roles. They prioritise the safety and well-being of the children and protect their welfare.
- Staff implement effective strategies to promote parental involvement and contribution to children's learning. There is a strong unified approach to help children access all the support they need to achieve their full potential.
- The manager is driven, continuously evaluates the practice and actively supports staff's professional development. This helps ensure that the nursery provision continues to improve.

It is not yet outstanding because

- The organisation of group activities do not take into account children's varying levels of interest in order to maximise learning opportunities.

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 had a tour of the premises with one of the directors.
- The inspector carried out a joint observation with the provider.
- The inspector observed children's activities inside and outside.
- The inspector sampled children's learning records and took account of the views of the parents.
- The inspector met with the provider to discuss safeguarding procedures and the nursery's development plan.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

Children's Corner Day Nursery is run by Teddies Nursery Ltd. It registered in 2010 and operates from three rooms on the ground floor of a detached house in West Ealing, in the London Borough of Ealing. It is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to an enclosed outdoor play area. There are currently 33 children in the early years age range on roll. The setting is in receipt of funding for the provision of free early education to children aged two-, three-, and four-year-old. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery employs 11 staff, nine of them hold a qualification at level 3 or above and one staff member is a trainee. In addition, the manager holds the National Nursery Nursing Board qualification at level 3. The nursery chef who prepares the meals is trained in food hygiene.

What the setting needs to do to improve further

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

- enhance the organisation of group activities to maximise children's learning, taking into account the abilities and concentration levels of children of different ages.

Inspection judgements

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

Staff have high expectations of all children and provide a wide range of fun and highly stimulating activities across the areas of learning. The environment successfully reflects the needs and interests of the children. As a result, they are enthusiastic to join in adult-directed activities as well as making their own choices and exploring independently. Therefore, children are happy and make good progress in their learning.

Staff support children's communication and language development effectively. They provide enabling interactions and encourage conversation and cooperative play among the children. They use a range of strategies to support children who speak English as an additional language including, using key words in their home language and using sign language to support communication. Furthermore, staff are skilful in helping children think through their decisions and develop problem-solving skills. For example, when all chairs were taken at a table activity, staff allowed the children to find a solution by asking open-ended questions. Children responded enthusiastically to the challenge and decided to get another chair and find an empty space at the table.

Young children learn new vocabulary through rhyme and repetition of words during

singing activities and story times. Older children explore the different parts of the book they are reading including the blurb. They also discuss aspects of the story in a group demonstrating their understanding and confidence to express their own ideas. Additionally, older children learn early writing and reading skills as staff plan daily phonics activities for them. This prepares children for going to school well. However, some larger group activities are too long and complex for the younger children in the group, as a result, they lose interest. Nonetheless, many activities work well. For example, in a group activity staff enthuse and engage all children as they sing 'We are going a slug hunt' and explore nature in the garden area. Children talk excitedly about what they can see, touch and smell and test some of their findings by following the slug trails and making plans to investigate baby tomatoes they found during their search.

Children have access to daily indoor and outdoor provision, which provides plenty of opportunities for developing children's physical skills, such as climbing, riding, jumping, and throwing. Staff extend children's learning through their interactions by introducing mathematical concepts of organisation and counting. For example, Children categorise objects by colour and size when they tidy up their toys and count the number of objects they collected as part of another activity.

Staff complete observations and assessments of their key children including progress checks for two-year-old children. This helps them to identify any gaps in children's learning and plan for their individual progress. During activities, staff observe carefully and listen perceptively to children; as a result, they promote an environment where children become active learners. Staff know children well and this helps them to closely match children's needs when planning their next steps. Therefore, children are well supported and overall make very good progress based on their starting points.

Staff place high importance in communication with parents. They have developed effective strategies to promote a two-way flow of communication and strong partnerships. This leads to the continuation of children's learning from nursery to the home, which furthers their development and successfully supports children as they prepare for the next steps in their learning. Staff enable children with additional needs to be fully included. This is because staff are equipped with relevant knowledge and support from other professionals, which allows this to work effectively. The provider and her staff team have made good links with the schools children move on to and continue to work on their links with other schools. This helps ensure a smooth move for children to new settings during transitional periods.

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

Staff develop excellent relationships with the children and ensure they know children well. This means children develop secure attachments and settle successfully into nursery. A highly effective key-person system means relationships with parents are strong and they are seen as partners. Young children and those who are new to the nursery develop confidence and soon become inquisitive learners. Staff are very caring, warm and handle children's needs and feelings sensitively. As a result, children arrive happily in the morning

and quickly settle into their favourite activities.

Children display high levels of motivation and confidence and feel safe to express their views and ideas. For example, during an activity, a child corrected other children and demonstrated the difference between the colours of two bowls by placing them next to each other to show the staff. Staff promote children's self-esteem by offering meaningful praise and teach children to feel proud of their own achievements. After completing an activity, staff asked the children for their views on the activity and if they would like to repeat it. Staff also celebrate children's participation. For example, some children say, 'well done me' and some give themselves a pat in the back. This also promotes their motivation for learning.

Staff support children effectively as they take controlled risks. For instance, young children learn to challenge their own physical abilities as they climb up the frame with the support of the staff. Staff help children from a young age to become independent and this works successfully in preparing children for the next steps in their learning. For example, children learn to take their shoes off in the morning and put them on when going outside. Children are encouraged to contribute to keeping the environment tidy and learn to manage their own needs. For example, after playing in the water tray they are encouraged to hang their aprons and they sing as they work as a team when rolling up a play mat. Children have daily access to fresh air and exercise. There is a wide range of resources available, which promote children's physical development. Staff enhance their provision for physical activities by planning outings. Some children have great fun throwing a ball into the basketball hoop with the support of the staff, while others choose the cosy area to look at books in the garden.

Mealtimes are social occasions where children have lovely conversations with each other. They learn to develop their self-help skills and use polite words to talk to each other. There is a calm but purposeful atmosphere in the nursery and children behave exceptionally well according to their age. Staff provide balanced and nutritious meals and snacks. They make information available about the nursery's menus to parents to gain their feedback. Staff offer fresh fruit through the day as part of children's meals and always as an alternative for desert. This helps promote children's health and well-being. Staff place high priority on the safety of the children. They conduct robust daily checks of the premises and of the resources to make sure they are suitable and any risks to children are minimised. Staff follow their policies and procedures and have a strong understanding of child protection issues and the steps to take if they are concerns about a child. This helps ensure children's well-being and welfare is protected.

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

The provider and her staff team have a very good understanding of the learning and development requirements. They implement effective systems for monitoring children's learning. Overall, the needs of individual children and groups are being well met. The provider has recently acquired software that allows staff and parents to share observations

and information about their child's development. This has had a very positive impact on improving the effectiveness of their system for assessing children's learning needs. This means educational gaps are being identified and tackled promptly and effectively. Furthermore, there are effective systems for early intervention in place for children with additional needs. Staff work well as a team alongside other professionals and parents to support children who fall behind in their learning. As a result, children benefit from timely support to move forward in their learning and development and gaps are rapidly closing.

The leadership and management of the nursery have a good understanding of how children learn and develop. They work closely with the staff to provide feedback and support. This allows the provider to have a very good overview of the staff needs. The provider feels passionate about staff's professional development and has currently a member of staff who is training to complete her childcare qualification and two senior staff completing further qualifications including early years teacher training. This has a very positive impact on outcomes for children and helps drive continuous improvement.

The implementation of safeguarding procedures is completed efficiently and these are embedded in the staff knowledge and their practice. Staff are very confident in their roles and have a good understanding of what to do if they are concerned about a child. Risk assessments are rigorous and staff take part in the daily procedure. There are robust systems for recruitment, induction and supervision, which include conducting enhanced disclosure and barring checks for every member of staff. This helps ensure the ongoing suitability of people working with the children and that their welfare is protected. Staff deployment works very well in ensuring the needs of the children attending are met. High staff-to-child ratios ensure that supervision is effective and staff know children well. It also enables staff to access time for team planning and training.

The provider has a strong drive for improvement and has developed effective systems for self-evaluation, which take into account the views of the parents, children and the staff. She works closely with the local authority consultants, external agencies and other professionals to access feedback and support to enhance the provision. This helps to obtain a good overview of the nursery's strengths and areas to develop in staff's practice and work in partnership to implement changes. As a result, the nursery offers good quality provision, which continues to improve.

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. 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

Unique reference number	EY402035
Local authority	Ealing
Inspection number	962884
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	33
Name of provider	Teddies Nursery Ltd
Date of previous inspection	14/11/2013
Telephone number	0208 840 5591

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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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