

Alperton Day Nursery

360 Ealing Road, Alperton, Wembley, Middlesex, HA0 1PF

Inspection date	08/04/2013
Previous inspection date	22/02/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Children play, learn and develop in an inspirational environment where they take part in exciting, fun and challenging activities.
- Staff have developed outstanding relationships with the children, who are confident, happy and secure in the setting.
- The staff team are kind, caring and considerate to all the children. They respect and meet their individual needs.
- The staff have a highly effective partnership with parents who are listened to and valued.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children at play and staff interaction.
- The inspector examined documentation including a representative sample of children's records, development plans and staff records.
- The inspector spoke to the provider/manager about the running of the provision.
- The inspector talked to some parents, staff the and held discussions with the manager.
- The inspector completed and joint observation with the manager of a teaching activity.

Inspector

Julie Biddle

Full Report

Information about the setting

Alperton Day Nursery is managed and operated by Bright Horizons Family Solutions Company. It opened in 1992 and operates from a purpose-built building. It is situated on the grounds of the Sainsbury supermarket in Alperton in the London Borough of Brent. There is an enclosed outdoor play area. The nursery is open Monday to Friday from 7am to 7pm all year round except for Bank Holidays. There are currently 100 children in the early year's age range on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and who are learning English as an additional language. The nursery employs 13 members of staff and all hold appropriate early years qualifications. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend children's imaginative play, for example by providing real items of food and cooking utensils in the role-play area.

Inspection judgements

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

Staff are highly motivated and enthusiastic in their work. The educational programme provides children with exciting, stimulating and challenging activities. The children are busy and excited as they play and learn. Consequently they make significant gains in their learning. Assessment and observation is precise and linked to planning which is flexible and responsive to children's individual needs and interests. For example, an interest in pirates ships led to children creating a pirate ship, staff skillfully linked the interest to books and reading. The interest continues in memory matching games. Staff skillfully support the children to remember where they have seen a picture of a pirate or treasure chest.

Staff know children very well which can be seen in their detailed observations of the children. These help them to plan exciting activities geared to children's interests. Children are highly motivated and very excited to join in with the planned activities. They are encouraged by the enthusiastic staff to feel confident about their own abilities. For example, children receive high levels of praise as they confidently and carefully serve their own food at lunchtime. Children show they have a good sense of feeling safe in their environment as they confidently seek out assistance or comfort when they need it. Staff

skilfully enable children to make decisions about their play. They support children in their choices both verbally and by supplying pictures that help children recognise different aspects of their day, such as the weather. Children become very confident and self-assured as a result of this. Staff gently remind children to walk when inside. Staff are very good role models they listen to children and respond to them appropriately.

Staff are sensitive to the needs of babies and provide warm loving care to babies, particularly those who are new to the setting. Staff sing familiar songs to babies and repeat early language, encouraging babies to respond. Children display high levels of concentration as they persist at their chosen activity. For example, they create a wonderful glitter picture to take home. Children use glitter and glue carefully, making shiny circles and staff talk to the children about their picture before they take it home. Staff successfully support this activity by making sure the children have the equipment they need. Staff use very successful methods of communication that encourage children to think for themselves. They ask the children to think what will happen if they add water to the sand. Children reply with careful considered answers. In addition, the setting has been involved with both the 'Every child a talker' and 'I can' communication schemes. Children are eager to participate in conversations with staff and their friends, particularly as they eat their lunch. They talk about the food they are eating and the activities they have been involved in during the morning.

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

Staff act as positive role models and they manage children's behaviour highly effectively in a calm and sensitive manner. They praise children frequently and appropriately and children develop an excellent level of confidence and self-esteem. Staff very effectively support children's independence skills. For example, children are able to help themselves to water when they are thirsty. Staff create a comfortable area for children to sit and drink their water while they talk to staff about why they are thirsty. Staff use highly effective systems that include a passport and photograph albums that support children as they move to their next stage of learning. There is a very good ratio of staff to children in the baby room which helps staff meet the needs of the youngest children highly effectively. Babies form secure emotional attachments with their key persons and other staff and consequently, they develop the confidence to independently explore and discover their surroundings. Children have a wonderful time in the home corner. They make meals and drinks for their friends and staff. They encourage staff to 'drink their milk' before they eat their meal and laugh as staff do so. All the children use the home corner as they act out cooking and eating. However, the area is not extensively resourced with equipment such as real food and/or cooking utensils to extend children's play.

Staff are highly effective in helping children to understand about their bodies and keeping themselves healthy. For example, children discuss the body and the skeleton they have looked at and drawn and talk about parts of their body. Children have daily access to an outdoor area that they use in all weathers. This area fully supports and extends the children learning and physical skills as they play. The children thoroughly enjoy their time in the garden, making use of all the space, running and playing exciting games with their

friends. The dietary needs of the children are recorded for staff, meaning that food supplied meets the needs of the children. This helps to promote children's good health. Children are developing excellent skills for the future as they lay the table and know which cutlery they need for their meal.

Children are cared for in a very safe and secure environment and are learning highly effectively about the importance of how to keep themselves and others safe. For example, children learn the procedures to follow in the event of an emergency, as evacuation drills take place frequently and often without warning. Staff confidently describe the measures they take to ensure all children are safely removed from the building in such situations. Children are self assured and confident when they talk about keeping safe. They describe how 'Candyfloss' their safety bug helps them make sure they are safe as they, for example, use scissors. Candyfloss also accompanies the children on visits in the community. This supports the children to understand about keeping safe in the outdoors as well. Children have formed very positive relationships with the staff who are kind caring and responsive to meeting their individual needs.

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

The arrangements for safeguarding children are given the highest priority. Comprehensive policies and procedures are regularly reviewed and available to parents so they can fully understand how the setting and staff safeguard their children. In addition robust recruitment procedures and ongoing staff checks mean all people working with the children are suitable to do so. Staff are very confident about the procedures to follow should they have any safeguarding concerns and this fully protects children's welfare.

Children benefit greatly from the lively and dedicated staff team who are enthusiastic and highly motivated in their work. The busy and stimulating child-centred environment provides exciting opportunities for the children to make excellent progress in their learning and development. The manager and staff have very clear visions for the future and demonstrate a high level of commitment to addressing any improvements to enhance the service for the children. Parents are fully included in changes in the setting. For example, a recent change in menus was led by the ideas and views of the parents.

The manager deploys staff extremely well to ensure that ratios are met at all times and that children are kept safe and have their individual needs met. She monitors staff performance very closely and is highly committed to ensuring they are provided with varied and interesting opportunities to attend training courses. Staff use this opportunity for continual professional development. This system supports and enables staff to enhance their knowledge and skills in their role. The manager and staff very effectively monitor the educational programmes in the setting. This has a positive impact on children's learning. The assessment arrangements for the children are strong and very well developed; they show how children make excellent progress in the setting.

There is an excellent working partnership with parents. Parents are very well informed

about all aspects of their child's achievement and well-being. Parents are unanimous in their praise of the setting. They talk in particular about how they feel comfortable in the setting and are able to approach staff if they need any guidance. Parents are invited into the setting to share special events, such as a Valentine breakfast and a summer barbeque. A daily information book means parents feel fully informed and included in their child's day. Staff in the setting work very closely with the local authority and have developed excellent partnerships with professionals who support the children in their care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	137754
Local authority	Brent
Inspection number	909892
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	100
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	22/02/2011
Telephone number	020 8566 7663

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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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