

Acton Yochien

Queens Drive Pavillion, Queens Drive, London, W3 0HT

Inspection date

06/11/2014

Previous inspection date

14/05/2014

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	3
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

- The nursery offers a welcoming, safe and secure environment where staff support children's individual needs suitably.
- Children's communication in English is sufficiently encouraged by the use of fun singing sessions and appropriate support by the English teacher.
- Staff have an adequate understanding of safeguarding children and the procedures to follow if they are concerned about a child's welfare.

It is not yet good because

- The staff do not ensure the daily attendance register is accurately completed as children arrive.
- There are fewer opportunities for children to be able to choose art activities independently to support their creativity and imaginative skills.
- The organisation of large group sessions, such as story and singing times, do not fully enable all children to participate.
- The management has not developed a secure self-evaluation process to support them in monitoring their effectiveness and in making continuous improvements.

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 spent the majority of inspection time observing the children in the nursery and garden as they played.
- The inspector sampled children's information and development records.
- The inspector held discussions with the registered provider and manager, including discussions on safeguarding practices.
- The inspector held discussions with some parents regarding the nursery's practices.

Inspector

Jennifer Devine

Full report

Information about the setting

Acton Yochien registered in 1993. It is one of two Japanese nursery schools run by Maeda Gakuen Yochien. It is located in Acton, in the London Borough of Ealing. The nursery school is open every weekday from 9am to 2.45pm, during term-time only. All children share access to an enclosed outdoor play area. There are currently 38 children in the early years age range on roll. The nursery school receives funding for the provision of free early education for children aged three and four years old. Most of the children attending come from expatriate Japanese families living in the local community. Japanese is the main language spoken in the nursery school. The nursery school employs 10 staff who work with the early years age group, of whom six staff hold a relevant early years qualifications. The nursery school 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a daily record of the names of the children being cared for on the premises and their hours of attendance is maintained
- ensure the educational programme for expressive arts and design provides more opportunities for children to freely access a wide range of media and materials.

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

- enhance children's personal, social and emotional development, in particular during adult-led sessions, by reviewing group sizes to enable children to concentrate and be able to listen fully
- develop the systems for self-evaluation to identify the strengths of the provision and areas for development to improve outcomes for children.

Inspection judgements

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

Overall, staff have a suitable understanding of meeting the requirements of the Early Years Foundation Stage. They use their knowledge sufficiently to plan a suitable range of experiences for the children. Staff make regular observations of children's learning,

including what they like and enjoy doing at the nursery. Staff use this information to adequately plan activities based on children's interest and enjoyment. A system for assessing the progress of two-year-old children is in place. Although staff write these records primarily in Japanese, the registered provider now ensures these records are also translated into English. This translation of records makes them accessible to other professionals who can view children's progress more clearly and provide intervention if necessary.

Children arrive into the nursery and settle down to their choice of play, after saying goodbye to their parent or carer. Overall, the two early years rooms available have a range of accessible play resources. Therefore, children develop independence as they learn to explore and make choices about their play. For example, they enjoy playing in the home corner where they use their imaginations as they pretend to care for baby dolls by making them dinner. Overall, staff are suitably aware of providing an environment to support communication and language. This is achieved in the children's first language of Japanese and in planned English lessons.

Children enjoy the group activities where they come together for story and singing sessions. However, these groups are large which makes it difficult for some children to concentrate and have an equal chance to participate fully. Nevertheless, the designated English teacher works in conjunction with the Japanese staff and provides effective translation support during group tasks. For example, when the children come together for group times, she provides conversational English at the same time. In addition, the staff make good use of singing times to develop children's understanding of English. Children demonstrate their understanding as they find a book in English for the teacher to read and show they are developing their skills as they follow instructions in English.

Although displays around the rooms show children participate in art and creative activities, there is less emphasis by staff on having these resources freely accessible for children. When staff introduce some recycling materials to the group, children show interest and are keen to explore. However, the adult-directed activity does not fully enable children to think creatively and develop their problem-solving skills.

All the children are learning English as an additional language. Along with the support of the English teacher, the environment is set up to contain print to reflect the English language, such as displays and signs translated to English. Parents have regular opportunities to talk to the staff to discuss their children's achievements and progress.

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

Staff are affectionate and caring towards the children. As a result, children are developing a sense of belonging at the nursery as they greet one another and join in with their group's activities. A key-person system is in place to support children to build relationships with their special member of staff. This promotes their emotional security and helps them to feel at ease. Children are beginning to build up friendships as they play and learn to take turns and share. Staff manage children's behaviour well and they use positive

strategies to deal with any minor issues. Children receive lots of positive praise and encouragement from staff, which supports children's self-confidence and self-esteem.

Staff provide a comfortable learning environment, where there is ample space for children to move around safely and fully explore the resources. Staff conduct daily checks on the premises and suitable risk assessments procedures are in place. Children learn to take risks in the environment and understand the rules at nursery. For example, children are aware not to run indoors and of the secure boundaries to stay within when outside on the field. However, staff do not maintain children's daily attendance register accurately, which compromises children's welfare.

Staff adequately meet children's specific health and dietary needs and are aware of known allergies by keeping updated records of this information. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Parents provide a snack and drink for their children and the nursery uses outside caterers who prepare a freshly cooked midday meal. Staff make meal times an enjoyable and a social time. For example, children follow Japanese customs before eating and join in with a song, giving thanks for their food before they eat. Children's independence is progressing well as they either use chopsticks or a fork to eat, and understand about tidying away when they have finished eating.

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

The registered provider and manager have made considerable improvements to the service they provide. They now have a suitable knowledge of most of the safeguarding and welfare requirements of the Early Years Foundation Stage. This includes having robust recruitment procedures and ensuring staff have a Disclosure Barring Service check completed, together with references. In addition, all overseas qualifications obtained by staff have been checked to ensure they are relevant and compatible to a childcare qualification at level 3. Staff deployment is suitable to promote and support sound practice throughout the nursery. Overall, the staff-to-child ratios are met across the nursery to ensure children are supervised. However, staff do not ensure the attendance register is completed immediately and do not record the times of children's hours of attendance. This compromises children's safety in an emergency. This is a breach of the welfare requirements of the Early Years Foundation Stage and the associated requirement of the Childcare Register. Staff have developed their knowledge of safeguarding by attending training and understand their responsibilities if they were concerned about a child. This helps to keep children safe. Currently, three staff hold paediatric first-aid qualifications, which ensures that arrangements are in place to respond to children's needs appropriately in the event of an emergency occurring.

The registered provider and manager have a suitable understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. They have some systems in place for monitoring the nursery and staff, and recognise some areas for development. For example, the manager has identified the

need for more resources to support the mathematical curriculum. However, management do not use any self-evaluation documents to record their areas for development to monitor overall improvement. As the main language used in the nursery is Japanese, the registered provider recognises that children need to experience the English language. Therefore, the nursery school employs three English speaking staff, one of whom works across the early years age group and provides sound support to children in the nursery by teaching English. In addition, these staff provide help with the communication with outside agencies and this ensures the well-being of children.

Relationships with parents are warm and welcoming and a daily exchange takes place verbally at the beginning and end of the session. In addition, the staff provide newsletters to help keep parents updated with important information that may have an impact on their children's care, learning and development. The parent noticeboard also contains relevant information on policies and procedures translated in English. More formal parents' meetings are held to keep parents updated on their child's progress, such as the sharing of the progress check for children aged two years. Staff recognise the importance of working with other professionals and have some links with external agencies.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (compulsory part of the Childcare Register)
- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (voluntary part of the Childcare Register).

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	EY303993
Local authority	Ealing
Inspection number	981543
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 6
Total number of places	40
Number of children on roll	38
Name of provider	Golders Hill School Limited
Date of previous inspection	14/05/2014
Telephone number	020 8343 2191

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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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