

# London Road Nursery

Patidar House, 22 London Road, Wembley, Middlesex, HA9 7EX

## Inspection date

25/11/2014

Previous inspection date

18/06/2014

## The quality and standards of the early years provision

**This inspection:**

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

- The nursery staff have made vast improvements since their last inspection and this has enhanced the outcomes for children attending.
- Staff know the children well. They are therefore able to plan for children's learning effectively. Children engage happily and eagerly in their activities. They enjoy a broad range of activities. Children are making good progress in their learning in relation to their starting points on entry to the setting.
- Children are confident individuals who behave very well. They have warm relationships with the staff who care for them.
- The nursery offers a safe and welcoming environment for children. Recruitment, training and supervision of staff is secure. This means that the staff working with the children are suitable to do so.

### It is not yet outstanding because

- Staff are less confident in how they promote children's understanding of mathematical language.
- Staff are encouraging and inviting parents to be more involved in sharing information about their children's learning at home and nursery, but this is not yet fully established.

## **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 spoke with the management team about how they have brought about improvement since their last inspection.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector observed children and their interactions with staff. She watched them as they played both in and outdoors.
- The inspector spoke with children, staff and parents.
- The inspector joined the deputy manager for a joint observation. They spoke about planning and assessment.

## **Inspector**

Aileen Finan

## Full report

### Information about the setting

London Road Nursery registered at their current premises in 2004 and is run by a private provider. The nursery operates from the basement of a community centre in Wembley, in the London Borough of Brent. There is an outdoor ramp and internal lift access to the nursery. Children have access to a large main hall, which is partitioned according to children's ages. There is an outdoor play area. The nursery is open each weekday from 8am to 6pm all year round, except over the Christmas period and bank holidays. The nursery has 46 children on roll in the early years age range. The nursery provides funded early education for children aged three and four years. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Staff support a number of children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery employs 15 members of staff, all of whom hold appropriate early years qualifications.

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

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

- extend the ways staff use mathematical language during interactions with children in their play
- enhance the partnerships with parents further to promote a more established system for sharing information about children's learning at home and in the nursery.

### Inspection judgements

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

Staff have an effective knowledge of the learning and development requirements and overall, teaching practice is good. They confidently interact with children, who are engaged in their play and activities. Staff know the children well and as a result, are able to tailor learning to the needs of the individual children. Planning is centred on the individual child. Staff make regular and accurate assessments about children's achievements. They use their observations to plan for children's individual next steps. There are effective systems in place to monitor children's progress and to make interventions if needed. Consequently, overall all children are making good progress in relation to their starting points on entry to the nursery.

Staff promote children's choices and independence by offering a broad selection of activities. Therefore, children can choose what they want to do. At inspection for example, children played happily alongside one another in the well-resourced role-play area/home

corner. These opportunities offer children time to chat, engage and adapt their relationships at the same time as building confidence and imagination. Children enjoyed an art and craft activity. Staff provided effective support as children practised cutting with scissors to make their 'snowflake' creations. Children confidently spread glue and added glitter to their designs. They later take pride in their work as staff add many pieces to the 'art gallery'.

Pre-school children worked together to build and construct. They made high towers, by carefully putting the pieces together. These activities promote children's physical skills and in particular their hand to eye coordination. Staff gave support by holding the tower as children constructed it higher and higher. Some children explored with puzzles. Staff provided guidance for fitting the pieces however, missed opportunities to extend this by using mathematical words such as 'next to', 'under', 'in the middle' and 'to the side', to further promote children's independence and understanding of positional language. Toddlers thoroughly enjoy a story read by an enthusiastic staff member, who asked lots of questions about the story, using the individual pictures, to promote children's suggestions and understanding of the story. This good practice helps children to be imaginative and have an interest in books. Staff are proactive and act promptly as a child became extremely interested in the inspector's laptop. They provided them with a child's version. This helps children to be curious about technology. As a result, children are able to identify the on/off button, open and close the device and use the keyboard and mouse.

Staff communicate with children very well. This means that children are developing securely in their communication and language and in their social skills. Children are excited about their forthcoming concert and have been practising Christmas songs and carols. Staff plan well and provide children with different props, musical instruments and encourage the children to take part. All nursery children met together for this practice, confidently sitting or standing in their allocated spaces, singing songs and completing actions in line with their age and stage of development. Children are especially enthusiastic in joining in with their favourite songs and sing with clear voices.

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

The nursery is well resourced. Staff have warm and caring natures. They have effective bonds with the children and understand their individual needs well. The key-person system is effective and consequently, means that children feel emotionally secure while in nursery. The nursery environment is divided in to three main age group rooms, although children often meet to play together. Consequently, this means that children get to know all the staff. This impacts positively when the time comes for children to move to their next age space. Staff offer children a stimulating and challenging place to play in and learn. Children, therefore, benefit from a broad range of toys, resources and activities that span all areas of learning.

Staff working with babies have a caring approach. Babies receive plenty of attention and have lots of space to play and move about in. They have dedicated area for sleeping and take their naps according to their routines. Staff monitor babies well as they sleep. Nappy

changes are conducted appropriately and babies are happy to cooperate with these. Staff interact effectively as babies play. For example, the babies enjoyed a sensory play activity with spaghetti on the day of the inspection. Staff were proactive in their use of language and non-verbal communication and this meant that the babies were eager to join in. Staff used a range of language such as 'sticky' and 'slippery' to provide additional language for children to hear. They encouraged the children to touch the spaghetti by holding it in their hands and inviting them to do the same. Staff used open-ended questions such as 'Where is it?' as the children searched for things in the spaghetti. The staff modelled play and exploration by moving the spaghetti in to 'big piles' and 'little piles' and gave instructions to the children such as 'squeeze there'. The activity was very well planned and offered babies time to explore and develop their confidence.

Toddlers and older children are growing in the independence skills. They are confident in making choices and can access their toys and activities easily. When going outdoors, they took their coats from their pegs and changed with minimal support. They understand the routines for going out to the garden area, and lined up so staff could count them. Staff offer children regular opportunities for outdoor play and learning and, therefore, they benefit from regular opportunities for fresh air and physical exercise. Outdoors children played contently with balls and hoops. Staff encourage children's physical skills by showing them how to spin the hoops around their body or roll the hoops across the floor. Some of the children played catch with the staff who explained to the children they needed to hold their hands out in readiness to catch the ball she throws. Staff gave effective warning by saying 'ready, steady and catch' so that children could anticipate when to be ready. Some of the children are very confident and catch with ease, which demonstrates their physical abilities effectively.

Staff are good role models to the children. They deploy themselves very well and always supervise children effectively. Children's behaviour is very good because staff send clear messages to children about their expectations and the routines of the day. Children are developing a good understanding of self-care and understand the importance of washing their hands prior to eating or after playing outdoors, for example. They do this with very minor distraction. The nursery employs a cook, who is also qualified in childcare. Children enjoy healthy and well-balanced meals, prepared freshly each day. Staff adhere to children's dietary needs and/or allergies at all times. Babies are encouraged to feed themselves and older children's independence is promoted very well. For example, they serve themselves at lunchtime.

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

Staff at the nursery have made many improvements since their last inspection in order to address the weaknesses in their provision. As a result, the nursery has much improved the outcomes for children. There are effective systems for recruitment, induction, supervision and training of staff. Consequently, this helps to ensure that the staff working with the children are suitable to do so. Staff are deployed very well during the day to meet the needs of the children attending. They demonstrate a very good understanding of the

safeguarding and welfare requirements of the Early Years Foundation Stage. All staff complete safeguarding children training as part of their induction. Child protection procedures and practice, safety of children and positive management of children's behaviour take a key focus at team meetings. This means that children are supervised well because staff understand their responsibilities. They also understand the procedures to take should they have any concerns about a child in their care.

Staff adhere to the nursery's robust policies and procedures during their daily practice. These policies are displayed throughout the nursery. Consequently, parents understand the procedures that support children's safety, health and well-being. Risk assessments for the environment are reviewed regularly and staff complete regular safety checks both indoors and outside so that children can play happily and safely. The majority of staff hold a recognised paediatric first aid training certificate. Those whose certificates have just expired are about to update their training. This means that the staff are able to deal with any minor accidents that may occur, and that there are always staff available with this knowledge and understanding in times of medical emergency. This good practice promotes the health, safety and well-being of children very well.

Staff have evaluated the nursery environment well and since the last inspection, children have direct access to an outdoor garden. Some aspects of the building where the nursery is based are no longer used following a review of the risk assessment, which means that children's safety has a higher priority. The management team is confident to assess their strengths, following extensive reflection of practice. Since the last inspection, staff have addressed weaknesses through their action plan. All the actions and recommendations set at their last inspection have been met. Priorities for the future include further improvements to the assessment and planning systems. The processes for evaluation take into account the views and suggestions of staff, children and parents.

Staff have well established partnerships with external professional agencies and the local authority, who have been very supportive in helping the nursery make improvements. The nursery provides a welcoming and inclusive environment for children and their families. There are many displays of children's work, which supports how they feel valued. There are further displays giving parents lots of information about children's health, well-being and learning. Parents benefit from good communication through informative feedback at the end of the session. They are invited to meetings with their child's key person to discuss children's progress and are encouraged to be part of children's learning. For example, by contributing to children's journals and letting staff know what children do at home. This partnership is establishing but is not yet fully embedded into nursery practice. Nevertheless, staff are always willing to share strategies and be supportive when needed. Parents are positive about the nursery and its staff. They state that their children are developing well, and are having fun currently practising Christmas carols and songs at home. They add that their children are sociable and make lots of friends. Parents reported that staff are caring and professional.

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They meet with parents prior to children's entry to the nursery to discuss children's interests, home backgrounds and development so far. This means that they are able to develop a good awareness of the individual children they care

for. The key person system is well established and there are effective systems for when children move between age group areas. This means that children settle again quickly and only move areas when they are ready to do so. Although practice for assessment is currently being amended slightly, staff are confident in their observations of children. They are able to track children's progress effectively and make timely intervention when needed. As a result, children are making good progress in relation to their points on entry to nursery. They show readiness for their next stage of learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY296305
<b>Local authority</b>	Brent
<b>Inspection number</b>	982971
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	59
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Federation of Patidar Associations Committee
<b>Date of previous inspection</b>	18/06/2014
<b>Telephone number</b>	02087951648

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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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