

Sudbury Town Nursery School Ltd

Odeon Parade, Sudbury Heights Avenue, Greenford, Middlesex, UB6 0NA

Inspection date	18/12/2014
Previous inspection date	17/04/2009

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		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 staff plan an exciting environment with a good range of recycled resources. Good teaching and the diverse and interesting objects enhance children's learning.
- The provider has effective systems in place for monitoring practice and driving improvements.
- Staff teach children the nursery boundaries, which mean they are learning to keep themselves safe indoors and outside in the community.
- Staff all attend safeguarding training. Consequently, they all have a good understanding of their responsibilities to keep children safe from harm.

It is not yet outstanding because

- Although the staff gather information about children's achievements from parents, they do not always encourage all parents to contribute to their children's development records.
- Staff do not always give children the time to respond to questions allowing them to put their thoughts together before answering.

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 activities in the baby, toddler, and pre-school rooms, and on an outing to the library.
- The inspector looked at the children's assessment records and examined a sample of policy documentation.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the manager and the nominated person.

Inspector

Ruth George

Full report

Information about the setting

Sudbury Town Nursery School registered in 1997. It is privately owned and based in the ground floor of a building in a parade of shops. The nursery is situated in Greenford, London Borough of Ealing. The children have use of three playrooms. There is no access to an outdoor play area but staff take children to local green spaces for fresh air and exercise regularly. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 5.45pm for 50 weeks of the year. There are currently 42 children on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. Children learning English as an additional language attend the setting. There are nine staff. Of these, seven staff, including the manager, hold appropriate early years qualifications. The nursery employs two other staff including a cook who has completed a Food and Hygiene course.

What the setting needs to do to improve further

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

- provide further opportunities for parents to contribute what they know about their children's learning and development at home

- give children more time to respond to questions allowing them to put their thoughts together before answering.

Inspection judgements

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

The quality of teaching is good. The staff make good assessments of children's learning, which enables them to monitor their progress effectively. If children require additional support, the special educational needs coordinator ensures all those involved with the child understand and share vital information. This means they are clear about how they will work together to provide the support required. Children make good progress in their learning. They are acquiring the skills they will need in readiness for school.

The staff's use of natural resources in the environment stimulates children's curiosity and interests. The open-ended real life objects, such as logs and pipes, allow children to set their own tasks imaginatively. These and the good teaching help children to develop a range of skills they will need in future life. They are curious and motivated to learn. Staff give the children opportunities to be independent in their play and to have uninterrupted time to explore. Staff are effective at observing children's play and listen carefully to what

they say, and consider their intentions. They ask good open-ended questions; however, they do not always give children sufficient time to put their thoughts together before answering.

Effective teaching helps children learn mathematical concepts as they play. Staff provide a broad range of activities that motivate children to explore number, space and capacity. Children competently count and use mathematical language in their play and during adult-led activities. During self-chosen activities, children enjoyed building with bricks. They used mathematical language to describe length as they measured, wound and unwound piping. They solved problems together and worked out how they could join different shaped bricks to make a house.

The staff provide a good range of activities that help babies develop their small and large muscle movements. They operate simple mechanisms on toys, learning how to turn the buttons, spin wheels, and open and shut doors. The staff's good interaction help the babies take part in early conversations. They experiment with using sounds to communicate. As children grow older, staff use a good range of activities that pave the way for children to make a good start in early literacy. Good quality teaching develops the younger children's speaking and listening skills, laying the foundations for learning letter sounds. Staff skilfully help children who are learning English as an additional language to develop their confidence in speaking English.

Older children are learning to use their knowledge of the letter sounds for early reading. Staff help children learn how to form letters. They provide children with pens and paper to use alongside their play, for example to make shopping lists and write letters. Skilful teaching helps children learn how to form clearly identifiable letters to communicate meaning. Some children label their work with their names, forming the letters effectively. These opportunities help children to develop early writing skills in preparation for school.

The staff teach children about the wider world. During a circle time activity, the staff selected articles from a newspaper to share with the children. The children were really animated when they found out about one lady who had such a big family she had to buy 80 Christmas presents. The children excitedly talked about Christmas presents and who they would be eating Christmas dinner with. Skilful teaching helped children learn about other people's lives from around the world.

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

The key-person approach helps children build close bonds with their key person. The key persons welcome the children and their families and share important information on arrival and departure. The settling-in sessions help children to feel safe and secure both in the environment and with their key person. They follow babies' routines from home and meet their individual needs. Key persons are effective in helping children feel safe and secure, and ensuring children are physically and emotionally healthy. As the children grow older, staff help children prepare well for their move between rooms in the nursery and for their move to school.

The staff make very good use of their local environment. They organise walks or use local transport to visit the library, parks and local shops. Children have opportunities to go out for fresh air daily and to take exercise. Children have a positive attitude to being outdoors, which promotes their understanding of a healthy lifestyle. Staff encourage children to put on their coats before going to the library, which help them to dress independently. They remind children to put on florescent jackets, and explain that these help others to see them keeping them safe. Staff reinforce children's understanding of how to cross the road safely using the pedestrian crossing.

Staff provide children with a healthy range of snacks and nutritious meals. The staff encourage children to serve their vegetables for themselves. This helps promote their independence and to make healthy food choices. Staff extend children's learning during lunch. They help children learn why condensation appears on the outside of the water jug when it encounters the warm air in the room.

Staff are good role models, they are calm and give consistent messages. Staff praise children, which helps them develop confidence and a positive self-esteem. Skilful teaching encourages children to learn how to share and to be kind to each other. They are becoming skilful negotiators working out problems for themselves and they behave well.

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

The provider ensures that all staff attend safeguarding training. Consequently, they all have a good understanding of their responsibilities to keep children safe from harm. They can describe changes in children's behaviour that may cause concern, and know how to report these concerns. Staff implement effective procedures to ensure the premises are safe and secure. Staff attendance at first-aid training means they know how to attend to any accidents and minor injuries effectively. The provider follows safe recruitment procedures ensuring that relevant checks are completed. This helps check the suitability of staff working with the children. The provider uses good induction procedures for staff. Consequently, staff observe and implement the policies and procedures, and effectively carry out their roles.

The provider effectively reflects on practice. They have made good progress since the last inspection to drive improvements. For example, they have enhanced the systems for assessment and planning and review individual and groups of children progress. This means staff identify early interventions where needed to help all children make good progress in their learning. The provider has good procedures in place to oversee the delivery of the educational programmes and monitor the staff's teaching practice. For example, recent training and a review of the opportunities for older children's writing has helped staff become more skilled in helping children engage in writing alongside their play. Staff's professional development is having a positive impact on outcomes for children.

Staff have good partnerships with parents. They share good information with parents

about their children's progress. Although the staff have procedures to gather information about children's achievements from parents, these are not fully effective. This means that staff may not always take the children's learning at home into account to help inform the planning choices for individual children. Parents express how much they value the chats at the beginning and end of the day and the termly meetings to find out about their children's progress. Staff work in close partnership with other professionals involved in children's development to provide a consistent approach to their learning.

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	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	EY381600
Local authority	Ealing
Inspection number	829736
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	45
Name of provider	Sudbury Town Nursery School Limited
Date of previous inspection	17/04/2009
Telephone number	02089024999

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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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