

# St George's Day Nursery

St George's Church Hall, Castle Way, Hanworth Park, Feltham, Middlesex, TW13 7QF



## Inspection date

2 February 2015

Previous inspection date

20 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The staff provide a superbly presented and resourced outdoor environment. Children are inspired to investigate, experiment and develop their own ideas. Furthermore, the children benefit from fresh air and exercise, which help contribute to a healthy lifestyle.
- Staff plan an interesting and wide range of activities to help children develop their technological skills.
- Children learn with interest about the people in their community and wider world.
- Staff meet regularly with parents to review children's progress. The management run regular workshops for parents and put on special events to promote the teaching methods staff use. This helps parents to support their children's continuous learning and development at home.
- Management implement a well-established and highly successful training and mentoring programme. As a result, staff are particularly skilled at seizing the moment to engage children in meaningful interactions to extend their learning.

### It is not yet outstanding because:

- Staff do not always use their assessments of children's development effectively to track their progress or to plan precisely to build on children's capabilities.
- The key persons in the baby room do not always attend to their key children's care needs. In addition, the babies do not always have access to meaningful objects to enhance their sense of belonging.

## What the setting needs to do to improve further

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

- wherever possible ensure babies care routines are carried out by their key person, to strengthen babies' bond with them
- consider displaying photographs of people, objects and activities that are meaningful to babies to enhance their sense of belonging
- use the assessments of children's development to track their progress and sharpen the focus on planning for individual children's next stage in learning.

### Inspection activities

- An additional inspector accompanied the inspector. They observed the quality of teaching and impact this has on children's learning, both inside and outdoors.
- The inspector completed a joint observation with the nursery owner-manager.
- The inspector held a meeting with the nursery owner-manager and looked at relevant documentation, such as children's assessment records, the nursery's self-evaluation and safeguarding procedures including staff suitability records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Amanda Tyson

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children thoroughly enjoy their play and learning and enthusiastically experiment and develop their own ideas. For example, when they discovered that soil added to sand changed the sand's colour from yellow to brown, they set about making sandcastle style chocolate cakes. Staff joined in with the children's excitement when they discovered pieces of ice and inspired them to experiment with the melting process. Babies enthusiastically engage in rhyming and story time because staff make skilful use of props. They involve babies in lifting the flaps to find a hidden object or character. These strategies enhance babies' understanding and develop their communication and language skills. Staff organise and prepare the environment exceptionally well to enabling children's to learn during self-chosen play. Staff assess children's development, however, they do not use these effectively to track children's progress or focus precisely on what they can already do to plan for and build on their capabilities to enhance their learning.

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

Children are cared for in a safe and exceptionally well-resourced environment. Staff engage sensitively with their key children, which help them build strong relationships with staff and their friends. For example, when a pre-school child saw a friend struggling to turn on a tap they went to help. Staff display these examples of thoughtfulness on the 'kindness tree', which helps to raise children's self-esteem. Babies endearingly stroke each other's faces and happily snuggle on staff laps to look at books. However, key persons do not always carry out babies' care routines, such as nappy changing. Therefore, key persons miss some opportunities to strengthen the bond with their key children. Staff teach children how to keep themselves safe. For example, pre-school children are learning to carry out effective risk assessment of the garden. Staff prepare children very well for school. Children are confident and independent learners, for example, they cut and peel their own fruit, pour their own drinks and serve themselves dinner.

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

The management team trains all staff very well on safeguarding policies, such as child protection and risk assessment. Staff implement these effectively alongside the other well-established policies that guide their good practice. The management team has rigorous and effective procedures in place for recruiting and inducting new staff. They have good arrangements for monitoring staff performance. They promote staff's professional development through training and mentoring. The management team uses what they learn from these processes, along with information they gain from the local authority, parents and staff to inform and guide their overall self-evaluation. Management accurately identify areas to improve to enhance their practice and outcomes for children.

## Setting details

<b>Unique reference number</b>	EY266368
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	837291
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	32
<b>Name of provider</b>	St George's Day Nursery (Hanworth Park Limited)
<b>Date of previous inspection</b>	20 January 2009
<b>Telephone number</b>	020 8831 9980

St. George's Day Nursery is a private day nursery registered in 2003. It is situated in the grounds of a Church in Hanworth, Middlesex within London Borough of Hounslow. Children receive care in three age-based groups the children under two years are in a purpose built portacabin adjacent to the main building. The nursery is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year (closed during Christmas and New Year). There are 14 staff; of these, one has Early Years Professional status, one has an early years degree, nine staff hold a qualification at level 3 and two hold a qualification at level 2.

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