

# Preston Multicultural Nursery School: First Steps to Learning

114 Carlton Avenue East, Wembley, Middlesex, HA9 8NB



## Inspection date

1 June 2015

Previous inspection date

17 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 indoor and outdoor environments are well organised so children feel confident to explore, play and, as a result make good progress in their learning and development.
- Children settle quickly and build good relationships with others. They learn to treat each other with consideration as they follow the good example set by staff.
- Staff and parents share high ambitions for the children. Children gain a good range of skills and knowledge so that they are ready to move on to school or other settings.
- Because staff give individual attention, all children, including the many at a very early stage of speaking English, make rapid progress to become confident talkers.
- Staff and parents communicate effectively through daily handovers and two-way diaries to make sure there is good continuity in children's care and learning between home and nursery.

### It is not yet outstanding because:

- Children's literacy skills are not developing as quickly as they could. Children do not always get the opportunity to continue practising their skills for writing in imaginative games when playing outdoors.
- The nursery's self-evaluation does not include parents' views or information about children's achievements to help the nursery set precise targets for further improvement.

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

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

- give children every opportunity to use writing and drawing meaningfully in all aspects of their play to help progress their literacy skills, for example by increasing the availability of portable materials such as notebooks and clipboards outside as well as indoors
- incorporate parents' comments and information about children's progress more fully into self-evaluation so it gives a full picture of the nursery's effectiveness and helps staff to set more precise targets for improvement.

### **Inspection activities**

- The inspector observed the activities both indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the provider.
- The inspector looked at a sample of policies, procedures and records, including those for checking the suitability of staff.
- The inspector held discussions about the management of the nursery with the provider.
- The inspector sampled documents relating to children's learning and development, including plans and records of children's achievements, and discussed these with the provider and staff.
- The inspector held discussions with parents and took account of their written feedback to the nursery.

### **Inspector**

Christine Davies HMI

## Inspection findings

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

Staff and parents share information in detailed 'learning journals' about children's learning in the nursery and at home, and record any help that they need. Staff use this information to plan activities to match children's needs and interests. With individual attention and lively teaching in group sessions, involving songs, rhymes, pictures and actions, children at all stages of learning English, including the youngest, join in as confident speakers. Children delight in reading books indoors and in the outdoor 'bear-den'. Children practise their good language, physical, mathematical and creative skills in imaginative games. With encouragement from parents and staff, some children are beginning to use writing in their games. However, they do not always get the opportunity to extend this in their play outdoors. Older children are ready to move on to school as they have confident self-help and communication skills.

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

Nursery routines take account of children's energy levels, their abilities and the length of time they attend during the day. This provides a happy and relaxed atmosphere. Staff observe children closely and know what to do if they are concerned about a child. Staff act promptly to comfort children and liaise with parents when children appear ill or are unsettled, so that children have excellent support for their emotional well-being. Staff are consistently good role models, helping children to behave cooperatively and enjoy each other's company when they play. Parents adopt the packed lunch suggestions made by the nursery so that children learn about healthy eating. Established routines help children to move around safely, especially when going in and outdoors. With assistance, children learn good hygiene routines and know they need to wash their hands after digging in the garden or going to the toilet. Children enthusiastically tidy up and care for the toys from a very young age.

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

The provider has focussed successfully on the necessary improvements since the last inspection so that all requirements are met. Following recent whole-staff training, consistency among staff in managing children's behaviour has improved. Good systems are in place to ensure suitable staff work with the children. Parental involvement in extending children's learning at home is evident in daily diaries and children's journals. The provider's leadership of teaching and care routines is good. The provider knows the staff team well and deploys all staff effectively in line with their skills. Continual professional development is encouraged so that staff are well supported when they are studying to advance their qualifications to improve their practice. Staff are actively developing a tracking system to give the nursery a clear overview of children's progress. Systematic self-evaluation is underway but currently the provider makes limited use of the tracking systems or parents' views.

## Setting details

<b>Unique reference number</b>	EY294864
<b>Local authority</b>	Brent
<b>Inspection number</b>	1014334
<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>	36
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Neharika Khagram
<b>Date of previous inspection</b>	17 July 2014
<b>Telephone number</b>	07932410431

Preston Multicultural Nursery School: First Steps to Learning is owned by a private provider. It opened in the current premises in 2004. The nursery has use of two rooms, a large hall and has access to an enclosed outdoor play area. The nursery is open Monday to Friday, from 8.30am to 6pm, all year round except for bank holidays. There are currently 37 children on roll, attending on a full-time and part-time basis. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. It is in receipt of funding for the provision of early years education for children aged three and four. Eight adults work with the children, including the provider who manages the nursery. Five members of staff hold appropriate early years qualifications, including one who is qualified to degree level, and two are apprentices.

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