

Northwick Park Day Nursery



Northwick Park Hospital, Watford Road, Harrow, Middlesex, HA1 3UJ

Inspection date	9 February 2016
Previous inspection date	17 September 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The management team does not implement all of the safeguarding procedures effectively. Some staff do not have a secure understanding of the correct reporting procedures for dealing with safeguarding concerns.
- The management team does not take appropriate responsibility for monitoring the quality of the provision. Arrangements for the supervision of staff are not rigorous enough to ensure weak practice is acted upon swiftly.
- The quality of teaching is poor. Staff do not always check where children are in their learning, and therefore, are sometimes unsure what children need to learn next.
- Many parents spoken to during the inspection expressed concern that their children's needs are not being met. They said they are not kept well informed about their children's progress and feel their children are not prepared well for school or the next stage in their learning.
- Children are not assigned a key person quickly enough. Staff do not take account of information parents provide, including details of the different languages children speak at home. This does not help children to settle in or ensure their needs are met.

It has the following strengths

- Children's health and well-being is promoted as they have opportunities for daily exercise and fresh air.
- The new manager has accurately identified what needs to improve and is beginning to implement changes.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ make sure all staff understand the safeguarding policy and procedure and have an up-to-date knowledge of safeguarding issues 	01/03/2016
<ul style="list-style-type: none"> ■ ensure staff's professional development needs are identified and met through ongoing supervision, support and training, so the quality of teaching and learning improves 	01/03/2016
<ul style="list-style-type: none"> ■ ensure assessment is used effectively to check children's level of achievement and to identify what they need to learn next 	01/03/2016
<ul style="list-style-type: none"> ■ improve the quality of teaching so all children benefit from activities that engage and challenge them and help them to move forward in their learning 	01/03/2016
<ul style="list-style-type: none"> ■ ensure staff understand how to meet the needs of all children and interact with them appropriately during play and routines 	01/03/2016
<ul style="list-style-type: none"> ■ improve the key person system so children are provided with consistent care and support, and includes effective partnership working with parents 	01/03/2016
<ul style="list-style-type: none"> ■ make full use of the information gathered from parents about the language children speak at home to help support children's communication and language, particularly their English speaking skills. 	01/03/2016

Inspection activities

- The inspection was carried out following concerns raised about the provider's ability to meet requirements of registration and provide a quality provision for all children.
- The inspection was carried out by two inspectors.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- One of the inspectors completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and the provider.
- The inspectors took account of the views of parents, staff and children.
- The inspectors viewed a sample of documents including staff suitability checks.

Inspectors

Pauline Nazarkardeh / Seema Parmar

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders and managers do not put systems in place to ensure that the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage are met. Arrangements for safeguarding are not effective. Systems to communicate with, and report concerns to child protection agencies are not robust. Staff have a limited understanding of their responsibilities to help keep children safe. Their knowledge of child protection procedures is limited to reporting concerns to their line manager and they do not have an understanding of how their concerns should be acted on. Although the staff team are well qualified, they lack a basic knowledge and understanding of how children learn. Recent changes to the management structure have had an adverse impact on the quality of provision and outcomes for children. There has been a lack of appropriate support to develop staff's knowledge and skills. Leaders and managers are in the early stages of implementing systems for staff appraisals. The newly appointed manager has begun to carry out a review of the setting. She is implementing a detailed improvement plan that accurately identifies what needs to improve, although it is too soon to see the impact of changes.

Quality of teaching, learning and assessment is inadequate

Staff do not have a secure knowledge and understanding about how to promote children's learning. They fail to regularly establish children's starting points or use observations to effectively assess and plan their next steps in learning. When staff identify what needs to happen next, they do not provide activities that challenge children and help them to move forward in their learning. Staff do not collect parents' contributions about their child's learning and development. This has an impact on the continuity of care and education between home and nursery. Staff do not use the progress check at two years to effectively identify what additional help and support children may need. They often have unrealistic expectations of what the youngest children can learn from the resources offered. Resources in the baby and toddler areas lack variety. This gives younger children little opportunity to explore using their senses and extend their learning through play. Toddlers enjoy listening to stories. Staff engage them well in familiar stories by using props. They encourage children to turn the pages in the book and participate in the story. Pre-school children enjoy some suitable activities that help to develop their own ideas.

Personal development, behaviour and welfare are inadequate

Although many children are happy and settled they are not always assigned a key person when they first start at the nursery or when there is a change of staff. This results in children not building trusting relationships with familiar adults. In addition, there are ongoing issues with the deployment of staff. Staff regularly work in different areas of the nursery to cover for staff absences and to meet the child to staff ratios. This has an impact on children's ability to form secure attachments. Overall, staff are caring and kind but they do not always notice when children are seeking their attention. They do not respond effectively to children's individual care and learning needs or make timely

interactions. Staff do not find out enough information from parents about children's routines, needs and abilities when they start at the setting. They build positive relationships with some parents over time through daily handover discussions. However, parents are not sufficiently involved in sharing information about their child's learning at home.

Outcomes for children are inadequate

The poor quality of teaching means children do not make good progress in their learning or gain the range of skills they need to be ready for the next stage in their learning, including the move to school. Staff miss key opportunities to support and extend children's communication and language skills. For example, staff give basic support to children who speak English as an additional language. They sometimes gather some key words in children's home language. However, they do not always use this information to help recognise these words when spoken by the children.

Setting details

Unique reference number	EY305606
Local authority	Brent
Inspection number	1037780
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	140
Number of children on roll	193
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	17 September 2013
Telephone number	0203 780 3035

Northwick Park Day Nursery was registered in 2005. It is one of 218 nurseries run by Bright Horizons Family Solutions Ltd. The setting operates from two purpose built porta cabins located within the grounds of Northwick Park Hospital. Children have access to secure outdoor play areas. The nursery is open each day from 7.15am to 6.00pm for 51 weeks of the year. Children attend for a variety of sessions. The nursery supports disabled children, those with special educational needs, and children who speak English as an additional language. There are 49 staff working directly with the children. Of these, two hold Qualified Teacher Status and two staff hold early years degrees. In addition, 32 staff have a level 3 qualification and 11 staff hold level 2 qualifications.

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