

A Perfect Start

St. James Church Centre, Stanley Avenue, WEMBLEY, Middlesex, HA0 4JB



Inspection date	20 June 2016
Previous inspection date	20 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although there is a key person system this is not sufficiently well established. For example, not all parents know who their child's key person is.
- The quality of teaching across the nursery is inconsistent. Some staff respond enthusiastically to learning opportunities as they occur. However, others become engrossed in daily routines. For example, they focus their attention on tasks such as, tidying up or preparing tables for snack and lunch. They are less responsive to engaging children and making the most of learning opportunities.
- The organisation of the 'flexible' arrival and collection of children is not sufficiently well managed and as a result children's learning is often interrupted.

It has the following strengths

- Staff help children to value and respect themselves and other people. Staff find out key words from parents for children who are learning English as an additional language and use these to help children settle.
- There is a wide range of play equipment and resources which are readily available to children. This enables children to make choices in their play both indoors and outside.
- Staff listen to children and collaborate with them to set 'golden rules' which help keep them safe and enable children to start to manage their own behaviour.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ make sure all parents are fully aware of the name of their child's key person; and that arrangements are in place to enable the key person and parents to build a relationship which encourages regular communication to support every child 	30/06/2016
<ul style="list-style-type: none"> ■ ensure staff deployment is effective during arrival and collection times so children's learning is not interrupted 	30/06/2016
<ul style="list-style-type: none"> ■ improve the quality of teaching across the nursery to enable all staff to recognise and confidently support each child's emerging needs and interests. 	08/07/2016

Inspection activities

- The inspector observed the quality of teaching and children's learning during both indoor and outdoor activities.
- The inspector conducted two joint observations of practice with the provider.
- The inspector spoke with children, parents, staff, the manager and provider at appropriate times throughout the inspection to gain their views.
- The inspector sampled a range of documentation including staff suitability records, observation and assessment records about children's learning, and policies and procedures.
- The inspector held a meeting with the provider.

Inspector

Gillian Karen Joseph

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Systems to monitor staff performance are in place. However, this does not always ensure that delays in completing the planning of children's next steps in learning are picked up swiftly. The provider conducts regular observations of staff practice, which helps to identify individual training needs for staff. Staff are encouraged to complete training to support their ongoing professional development. The provider evaluates the overall effectiveness of the nursery accurately. The nursery operates flexible arrival and collection times of children throughout the morning and afternoon sessions. However, staff deployment is not effective during these times. This means there are frequent interruptions to children's learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching varies. At times, the organisation of nursery routines and staff practice is not sufficiently effective. Children are not consistently provided with purposeful play opportunities and on occasion, they become bored and restless. Some staff do not take advantage of every day routine activities to extend and reinforce children's learning. For example, staff do not routinely recognise opportunities during lunch and snack times to promote children's understanding of healthy lifestyles, to develop their independent skills or to extend their knowledge of mathematical concepts. Conversely, there are some staff who are perceptive and ignite children's interest. For example, during outdoor garden play staff seize a learning opportunity when snails are found on a runner bean plant. Staff respond to children's interest and curiosity by talking to the children about what snails like to eat. They remind children to handle the snails with respect and consideration.

Personal development, behaviour and welfare require improvement

Staff are warm and caring towards the children. Children's confidence is promoted because staff treat them with respect and listen to their views. As a result, children learn to treat one another with respect. They contribute to the 'golden rules' and understand why some behaviour is not acceptable. Parents say that they are happy with the care their children receive. They know their child has an allocated key person, who has particular responsibility for their child. However, they do not always know who this is because systems to actively support and encourage this important relationship are not well embedded. For example, arrival and collection arrangements do not ensure frequent and direct exchanges of information between the key person and parent.

Outcomes for children require improvement

Based on their starting points children make steady progress in their learning. Older children develop the basic skills needed for transition to school and the next steps of learning. Staff work in partnership with other child care agencies to help support children's individual learning and development needs. However, due to the variability in teaching not all children make the progress they are capable of.

Setting details

Unique reference number	EY423939
Local authority	Brent
Inspection number	1040762
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	1 - 8
Total number of places	36
Number of children on roll	76
Name of provider	Redhot Dragon Limited
Date of previous inspection	20 September 2013
Telephone number	02089026231

A Perfect Start Nursery is privately owned and registered in 2011. It is open each week day from 8am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 12 members of staff to work with children. Eight members of staff hold a relevant early years qualification.

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