

Heathrow Pre-School & Day Nursery

The Old Vicarage, High Street, Harmondsworth, West Drayton, Middlesex, UB7 0AQ



Inspection date	28 February 2017
Previous inspection date	22 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The providers make targeted improvements to the nursery that have a positive impact on the experiences of children. They are supported in this by a knowledgeable and dedicated manager.
- Staff make accurate assessments of children's learning and development, helping them to plan carefully what children need to learn next. Staff quickly identify children who may need additional support and work closely with other professionals, if needed.
- All staff are enthusiastic and motivated. They offer a caring and stimulating environment. Children progress well and are eager to share their learning with others.
- Staff in the baby room are particularly strong in supporting the personal development of very young children. Care routines are very responsive to children's individual needs.
- An effective key-person system supports children's emotional well-being. Children form secure attachments which help them settle quickly.

It is not yet outstanding because:

- On occasion, staff do not make the best use of available opportunities to build on children's immediate interests to extend their learning as fully as possible.
- Staff do not consistently make the best of opportunities to help children understand and explore the natural world.

What the setting needs to do to improve further

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

- offer more support and guidance for staff to understand how to build on children's interests to extend their learning
- further develop opportunities for children to explore and learn about the natural world.

Inspection activities

- The inspector observed a variety of activities.
- The inspector undertook a joint observation with the deputy manager.
- The inspector held a meeting with the manager.
- The inspector looked at a selection of policies, children's records, documents relating to the suitability of staff and the nursery's self-evaluation document.
- The inspector talked to staff and parents to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are confident in their understanding of the signs that may indicate concerns about a child's welfare and are aware of the reporting procedures. Recruitment and induction procedures carried out by management are thorough, helping to ensure that staff are suitable to work with children. The manager supports the continuing professional development of staff, for example, through regular supervisions and appraisals. Safety is a high priority and risks are accurately assessed. For example, the manager closely monitors the safety of equipment and updates staff about any issues which may arise. Parents praise the nursery, highlighting the smooth start their children make.

Quality of teaching, learning and assessment is good

Children benefit from a wide range of activities which help them use their senses. For example, they explore cornflour 'gloop' and listen carefully to the sound of water when they splash it. Children's physical development is supported well. For instance, children who are learning to crawl or walk are gently enticed to independently manoeuvre around the room. Staff provide a wide range of interesting resources. Children explore bottles filled with different colours, bang drums and make music with bells. Staff work closely with parents. They obtain detailed information from parents about what their children know and can do when they join the nursery. This helps staff to begin planning effectively to support children's individual needs. Parents say that they feel supported and involved in their children's learning.

Personal development, behaviour and welfare are good

Children make good use of a wide range of books which teach them about people and communities outside their own experience. They learn about their own local community, for instance, by going on trips to the park. Children learn to play together, which supports their social development. They receive individual care and attention. For example, children turn to staff when they are tired or need help, receiving gentle comfort and support when needed. This supports children's emotional well-being. Staff are good role models for children. Children learn about a healthy lifestyle, for example, they are encouraged to drink water regularly.

Outcomes for children are good

Children are engaged, happy and keen to share their resources with others. For example, they are eager to involve nearby adults in their games. Children are prepared well for the next stages in their learning, including school. All children make good progress from their different starting points. Children are secure and behave well. They are free to choose their own resources and this helps them become motivated and independent learners.

Setting details

Unique reference number	EY292775
Local authority	Hillingdon
Inspection number	1061828
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 - 3
Total number of places	84
Number of children on roll	13
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Date of previous inspection	22 April 2013
Telephone number	020 8754 0659

Heathrow Pre-School & Day Nursery re-registered in 2004. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery employs eight staff, six of whom hold relevant qualifications from level 3 to level 5. The provider receives funding to provide early education for children aged two, three and four years.

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