

A Perfect Start

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



Inspection date	2 October 2017
Previous inspection date	7 March 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff complete observations and assessments of children's play and learning. However, there are some variations in how promptly staff use the information to plan the next steps in children's learning.
- Some adult-led group activities are not planned sufficiently to take account of the children's different abilities.

It has the following strengths

- The manager is a good role model and has high expectations of both staff and children. She evaluates the practice within the setting and uses this to inform an ongoing improvement plan.
- The manager ensures that the key person reviews the progress of children aged between two and three years in a timely way and then shares a written summary with parents.
- Children who speak English as an additional language are well supported by staff who use a range of resources to communicate with them and develop their spoken English.
- The manager and staff form good working partnerships with parents and carers. This helps to ensure that information relating to the welfare of children is shared so children's individual care needs are well met.
- Children learn to value other's differences. Parents are pleased that their children participate in the celebration of different cultural festivals.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that there are no delays in using assessments for planning activities to support children's next steps in learning	31/10/2017
■ improve the overall quality of teaching so that all staff adapt adult-led activities to reflect children's individual ability.	31/10/2017

Inspection activities

- The inspector observed the quality of teaching during both indoor and outdoor play activities and assessed the impact this has on children's learning experiences.
- The inspector completed two joint observations of practice alongside the manager.
- The inspector spoke with children, parents and staff at appropriate times throughout the inspection to gain their views and took these into account.
- The inspector held a meeting with the manager.
- The inspector sampled a range of documentation including the setting's self-evaluation document, staff suitability records, observation and assessment records about children's learning, policies and procedures.

Inspector

Gillian Karen Joseph

Inspection findings

Effectiveness of the leadership and management is good

The improvements in leadership and management since the last inspection have brought about steady progress. The manager now has good arrangements in place to evaluate the provision. For example, a specific messy play area has been created for the younger children which supports their exploratory play. The manager holds regular supervision meetings with staff and observes their practice. Consequently she is aware of their strengths and areas for improvement. There is an ongoing training programme in place to support staff and ensure that, where necessary, the quality of teaching is steadily improving. Safeguarding is effective. All the staff are clear about what to do if they have a concern about a child in their care. Parents are also well informed about the safeguarding procedures.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is improving although there are still some variations in practice. Staff complete observations and assessments of children's play. Mostly, the next steps in children's learning are clearly identified and used to plan challenging activities. However, some staff are not always using the information promptly to plan activities. Staff are enthusiastic and keen to involve children in preparing activities. For example, children take part in gathering natural resources such as leaves and acorns for the nature table and are able to recall this. Staff try to extend children's thinking and understanding by asking questions but they do not always give children sufficient time to consider the question and respond. Children have access to a good variety of resources which supports them in the exploration of their own ideas.

Personal development, behaviour and welfare are good

Each child has a named key person. Parents and staff work well together to manage some of the worries of separation which can be present in the initial settling-in period. Staff teach the children how to keep themselves safe. For example, when children play on the slide they are reminded not to carry objects with them. Children learn to wait for their friends to move out of harm's way before going down the slide. Children behave well. For example, during outdoor play activities they learn to share resources and take turns as they play with the track and cars. Children enjoy healthy snacks and freshly cooked meals and staff teach children about the benefits of healthy foods.

Outcomes for children require improvement

Children develop their independence skills. For example, during snack time they serve themselves and they learn to put on their own coats and jackets for outdoor play. Many children are learning English as an additional language. Parents report that after attending the setting for a short time their children's English vocabulary significantly improves because of the input from staff. All children are steadily developing the abilities they need for the next stage of their learning, including the transition to school. However, due to variations in the quality of teaching, the progress for some children is not as rapid as it could be.

Setting details

Unique reference number	EY423939
Local authority	Brent
Inspection number	1095906
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	50
Number of children on roll	47
Name of registered person	Redhot Dragon Limited
Registered person unique reference number	RP530472
Date of previous inspection	7 March 2017
Telephone number	02089026231

A Perfect Start Nursery 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 three and four years. The nursery employs 11 members of staff to work with children. The majority of staff hold a relevant early years qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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