

Inspection of South Ruislip Early Years & Children's Centre

Queens Walk, South Ruislip, Middlesex HA4 0LR

Inspection date: 12 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children that attend the nursery come from a wide range of cultures and backgrounds, raising their awareness of similarities and differences between themselves and others. They enjoy affectionate and warm interactions with staff and their peers. This helps children to feel safe and form positive attitudes to learning. Children play happily, inside and outside. For example, they have lots of fun as they climb up the hill in the garden, developing their physical skills successfully. Others practise their balance, agility and coordination as they ride scooters and tricycles with increasing confidence. Children have access to a wide range of age-appropriate books, which are easily accessible. They enjoy looking at the pictures and handle books with good care. Children develop the small muscles in their hands effectively, such as when they use chalks for drawing and writing. Staff are calm and approachable. They have clear expectations for children's good behaviour. Children receive lots of praise and encouragement for their efforts. They are beginning to recognise and manage their feelings sensibly. Overall, children, including those with special educational needs and/or disabilities and those in receipt of funded education, make good progress in relation to their starting points.

What does the early years setting do well and what does it need to do better?

- Staff collect relevant information about children's learning when they first attend the nursery. They make accurate observations and assessments of what children know and can do. Staff make effective use of the information to identify if children are falling behind in their learning and take appropriate steps to secure additional support for them.
- Staff plan a variety of interesting activities that relate to children's interests and stages of development. For example, they plan a bubble painting activity to aid the development of the muscles in children's mouths. Children show their delight as they watch the bubbles grow in size. Staff talk to children to keep them motivated to learn. They incorporate shapes and colours to raise their understanding of early mathematics and expressive arts.
- Staff place a strong focus on supporting children's language and listening skills. They are skilful in modelling the English language, and use facial expressions and visual props to good effect. This teaches children new words and it encourages them to repeat familiar phrases, which helps to extend their vocabulary.
- Parents give positive feedback about the staff team. They describe staff as 'very caring and nurturing' practitioners. However, some parents find that they are not fully informed about their children's learning and activities in the nursery.
- Staff have regard to children's health and welfare. For instance, they obtain clear information from parents about their children's diet, including food preferences and allergies to reduce the risk of incidents. In addition, staff follow good

hygiene practices that aid children's understanding of cross-infection and contamination.

- Children take age-appropriate responsibilities. For example, the younger ones have a go at putting on their coats and shoes to go outside. Older children help staff to prepare for lunch and scrape their plates at mealtimes. They gain strong self-care and independence skills.
- There are rigorous recruitment and induction procedures that staff undertake to ensure they are suitable for their roles and responsibilities. Staff supervise children effectively. This helps children to behave well. For example, children follow staff's instructions and show respect for others and their environment.
- The manager gives staff support and guidance. For example, following training, staff reviewed the provision that increased children's confidence in making decisions about their play. However, the arrangement for staff's professional development is not focused sharply to identify how individual staff members can raise their teaching to the highest level.
- The manager seeks the views of others to help evaluate the provision. Despite this, she has failed to identify that, at times, staff forget to record the exact times when some children arrive or leave the premises.

Safeguarding

The arrangements for safeguarding are effective.

Staff use risk assessments effectively to identify safety issues on the premises. They practise evacuation procedures regularly to teach children what to do in an emergency, such as in the event of a fire. Staff know how to identify signs of risks and harm to children, including indicators of extreme views. They are aware of the correct reporting procedures to follow. However, the manager does not ensure that an accurate register of attendance is maintained for all children, as required. This does not have an impact on children's welfare because staff monitor any changes to their patterns of attendance.

What does the setting need to do to improve?

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

	Due date
ensure children's daily attendance is recorded accurately and maintained, containing the actual hours of attendance on the premises.	13/03/2020

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

- increase communication with parents about their children's learning and activities in the nursery for a more consistent approach
- ensure that all staff are confident to make the best use of opportunities to develop and extend children's thoughts and ideas.

Setting details

Unique reference number	EY430585
Local authority	Hillingdon
Inspection number	10137998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	36
Number of children on roll	36
Name of registered person	London Borough of Hillingdon
Registered person unique reference number	RP526933
Telephone number	01895 556806
Date of previous inspection	7 April 2016

Information about this early years setting

South Ruislip Early Years & Children's Centre registered in 2011. It is located in the London Borough of Hillingdon. The nursery is open each weekday from 8am until 6pm, all year round, except for Christmas and bank holidays. It is in receipt of funding for the provision of free early education to two-, three- and four-year-old children. There are 12 members of staff, one of whom holds early years professional status. The remaining staff hold relevant qualifications from level 3 to level 6.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector completed a learning walk with the manager to find out how they organise the early years curriculum.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's care and learning.
- The inspector spoke with staff and engaged with children at appropriate times throughout the inspection. She completed a joint observation with the manager and discussed children's learning with her.
- The inspector held a meeting with the provider and manager to discuss the self-evaluation process and staff's professional development. She looked at documentation, such as evidence of staff's suitability, policies and procedures.
- The inspector spoke with parents and took account of their views. She also read written comments from parents.

We carried out this inspection 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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