

# Hounslow Day Nursery

20 Montague Road, Hounslow, Middlesex, TW3 1LD

<b>Inspection date</b>	23/06/2014
Previous inspection date	04/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children learn and develop in an inspirational environment where they take part in activities that are fun and challenging. Consequently, children make excellent progress in their learning and development.
- Partnership with parents are outstanding. Parents feel valued, respected and listened to which means they feel fully included in their child's care and learning.
- Children are exceptionally well prepared for their next steps in their learning and development both within the nursery and when they leave to go to school.
- The staff team is exceptionally strong. Staff are highly motivated and excited in their roles, which means the children are inspired to learn.
- Children have exciting activities to explore and engage in supported by highly motivated staff. Children confidently move around this stimulating environment.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children and staff playing and interacting indoors.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager and deputy.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.
- The inspector sampled safeguarding policies and procedures.

## Inspector

Julie Biddle

## Full report

### Information about the setting

Hounslow Day Nursery registered in 1999. It is part of a large chain of nurseries owned by Asquith Court Nurseries Limited. The nursery operates from four rooms in converted premises in the centre of Hounslow, in the London Borough of Hounslow. The nursery opens five days a week for 51 weeks of the year; it closes between Christmas and New Year. Opening times are from 7.30am to 6.30pm. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 120 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language. The nursery employs 30 staff of whom the majority hold appropriate early years qualifications. One member of staff is working towards a recognised qualification. There are two staff with Early Years Professional Status.

### What the setting needs to do to improve further

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

- further expand the range of resources available in the home corner to reflect children's homes and communities.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children thrive in an extremely well planned and organised environment, where they make excellent progress in all areas of learning. The highly motivated staff team know their children extremely well. As a consequence they provide a wealth of rich and varied experiences, which stimulates children's curiosity and their passion for learning. They plan a very balanced programme of adult-led activities and opportunities for children to initiate their own learning. For example, children relish the varied opportunities to talk about their next steps for example going to 'big school'. Staff offer high levels of reflective support as they encourage children to talk about their feelings. This means children are fully prepared for the move to school. Children's emerging writing skills are very evident, children are encouraged to write for a purpose. For example, children are reminded to write their names on their creative work so they know it is theirs. Key persons use their expert knowledge of how children learn individually. They support their learning through focused activities that develop from children's interests and current motivations. For example, at group time, staff talk to the children about songs they would like to sing. Staff use props well to engage the children and introduce specific vocabulary so that children are able to

share their ideas. Children excitedly identify the correct song linked to the object. Staff use every opportunity as an inspiring learning experience for children. For example, staff pretend they cannot complete a jigsaw puzzle. This excites and motivates the children to show the staff what to do. As a result children feel self-assured confident and proud of their achievements.

Fully embedded rigorous planning and assessment arrangements ensure that children make the very best progress. Parents and key persons review children's profiles regularly and celebrate children's accomplishments. For example, staff celebrate children's achievements both in the nursery and at home. As a result an inclusive partnership with parents is extremely well fostered. The staff successfully work together to identify next steps in learning and children's new interests to influence future planning consistently. In addition, there are exemplary arrangements to assess children's progress when they are aged between two and three years old. These clearly identify whether children are working within expected age bands or need additional support, which staff are proactive in accessing. The motivated staff use effective questioning techniques that encourages the children to think for themselves and to talk about their creative play. Children expand their skills of imagination as they play in the role play area. However these areas lack a full range of resources to reflect the children's home life and cultures. Children learn excellent independent skills to ensure they have the skills needed for their next steps in learning. For example, children work very well together completing jigsaw puzzles, helping each other to find and use the correct pieces. Consequently, children are making decisions for themselves and solving problems successfully. Children concentrate incredibly well in group times listening to stories and singing songs. They participate enthusiastically initiating, choosing and then singing the songs. Staff give children excellent one to one support when they find it difficult to sit in large groups. Staff acknowledge children's contributions consistently. This leads to high levels of self-worth and confidence.

### **The contribution of the early years provision to the well-being of children**

The staff team work exceptionally hard to help children settle, so that they are extremely happy and confident in the highly stimulating environment. Their independence is fully encouraged as they are able to make decisions about their play. They confidently select resources from an abundant range of high quality toys, which are in easy reach. Excellent arrangements are in place, such as and flexible settling in procedures, to meet children's individual needs successfully. Children are very confident to share their creations and are proud of their achievements, such as writing their name independently. Children benefit fully from the incredibly well established key person system as strong attachments are developed. Children thrive from the quality time they receive from their key person.

Children are extremely well behaved. They are very clear on routines and listen carefully to instructions. For example, they know to wash their hands before meal times. Children thoroughly enjoy having responsibilities, such as helping to lay the tables at meal times and preparing their own fruit for snack time. Children are fully aware of expectations to keep themselves safe and talk confidently about the safe way to use scissors and how to carefully balance on outside play equipment. The enthusiastic staff group work

exceptionally hard to meet the needs of all the children in the nursery. In particular they have developed highly productive partnerships with other professionals who support children in the nursery. As a result, children, including those with special educational needs and/or disabilities and their families receive significant levels of support and guidance.

Exceptionally detailed records are collated by staff when children start in the setting. This means that staff receive essential information from all those involved with the children so that they can provide the best possible care at all times. Children are extremely well prepared and supported to progress in their learning. Children benefit greatly from healthy and nutritious snacks and meals that are freshly cooked on the site. All children are extremely well supported at meal times. Babies sit in suitable furniture which allows them to make first attempts to feed themselves. Staff are vigilant to ensure that any particular dietary needs are clearly noted and considered. Children with allergies are known by all staff on site, coloured mats and aprons alerts both children and staff to special dietary needs. Children enjoy rigorous physical exercise especially when they participate in outside play. Children help themselves to water as they wish, meaning they are not thirsty when they play.

### **The effectiveness of the leadership and management of the early years provision**

The leadership and management of the nursery are inspirational and set high aspirations for all staff. Highly efficient performance management systems are in place to support staff to improve their practice and become confident in their work. The management team uses highly reflective and effective systems to monitor staff performance, through regular and thorough appraisal and supervision. The staff group have an excellent understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are vigilant and have completed thorough risk assessments of all areas used by the children. Children become increasingly aware of their own safety and talk with enthusiasm and confidence about crossing the road safely.

All staff have a comprehensive knowledge and understanding of child protection issues. There are extensive policies and procedures in place, which follow the guidance of the Local Safeguarding Children Board. The manager is very aware of her role in keeping the regulator informed of any changes in the nursery that may affect the children. As a result children are flourishing in this safe and secure environment. Staff clearly understand their roles in observing their colleagues practices and informing the manager of any concerns about colleagues. The recruitment procedures are robust. The manager and the nursery chain thoroughly check staff to assess their suitability to work with children. These highly effective arrangements are supported by thorough induction and ongoing suitability checks through regular supervisions and appraisals. There is excellent partnership working at all levels. Staff regularly consult with the local schools to enable skills to promote learning are fully addressed in order to support children in their transition to a new setting. Staff are highly successful in engaging with parents who offer their time willingly. Parents frequently offer their time to the nursery to read stories and to play musical

instruments with the children. Parents comment favourably valuing the range and breadth of experiences that children receive. They particularly embrace the staff's commitment to the smooth transitions in the setting and guidance with childcare issues. There is extensive support for children with special educational needs and/or disabilities. For example, consistent discussions with health professionals to monitor children's progress, enables staff to establish personalised educational plans. This helps to provide continuity in children's care, learning and development. Consequently, children are able to make consistent progress in relation to their starting points. The nursery has systems in place to ensure children's safety. Visitors to the site are monitored, staff deployment is highly effective and ratios are consistently met. As a consequence, children remain completely safe when they are in the nursery. Staff's professional development is carefully considered. The manager monitors staff's engagement with the children and the planning of activities routinely to identify training needs. This enables staff to share good practice so that they can collaboratively improve their knowledge, understanding and practice. Parents are fully involved in the self-evaluation process. They meet each term to discuss possible improvements and any concerns.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY285402
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	978833
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	97
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	04/12/2013
<b>Telephone number</b>	020 8570 4409

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

