

Northwick Park Day Nursery

Inspection report for early years provision

Unique reference number	EY305606
Inspection date	16/10/2008
Inspector	Bharti Vakil / Susan Mary Deadman
Setting address	Northwick Park Hospital, Watford Road, Harrow, Middlesex, HA1 3UJ
Telephone number	020 8869 3937 or 2382
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Northwick Park Day Nursery was registered in 2005. It is run by Bright Horizons Family Solutions Ltd. The setting operates from two Portakabins and is located on the grounds of the Northwick Park Hospital in the London Borough of Harrow. The nursery has use of six play rooms. There is a fully enclosed garden for outside play.

The nursery is registered to care for a maximum of 94 children at any one time. It is open each day from 07.15 to 18.00 all year round. Children attend for a variety of sessions. There are currently 155 children on roll. The nursery supports children who speak English as an additional language.

There are 31 staff who work directly with the children. The manager and 19 of the staff hold appropriate early years qualifications. The nursery also employs two lunch time supervisors who hold Food and Hygiene certificates.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Children in the Early Years Foundation Stage (EYFS) make good progress in their learning and development and their care needs are met effectively. The extensive system to monitor and evaluate the provision is well implemented to bring about ongoing improvement. The good partnership with parents and others involved in individual children's care ensures their needs are consistently well met. Children benefit from an inclusive environment where they share warm relationships with staff and feel valued. Although, the outdoor play area for children under two years does not provide a sufficiently stimulating environment.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve hygiene in relation to waste bins to prevent the risk of contamination
- continue to develop the outdoor area and equipment for children under two years, to provide a more stimulating environment

The leadership and management of the early years provision

Children benefit greatly from the strong leadership and management. The effective self-assessment used to continually evaluate the provision takes into account the views of parents, children and staff. This results in positive changes for the children and makes them feel valued. For example, the home corner/imaginative

play area in older children's area now includes additional items identified by the children.

Parents are involved in all aspects of their children's welfare, learning and development. At the outset they are asked to provide detailed written information about their children's needs including care, dietary, cultural and linguistic requirements and play interests. This enables the staff to settle children successfully in the nursery and plan suitable play activities and experiences. The setting's open door policy enables parents to exchange information freely on a daily basis with their child's key worker. Parents of the younger children are provided with daily written information about their child's care needs to ensure children's welfare needs are met effectively. Staff meet with parents formally every six months to share information about children's achievements and parents contribute to the educational records by providing written comments. This helps parents to support their children's learning at home.

There is a comprehensive range of written policies and procedures required for safe and efficient management of the nursery. These are understood and implemented consistently by the staff team and shared with parents appropriately. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. This ensures potential hazards are minimised and appropriate action is taken to reduce the risk of accidents.

The setting employs suitably qualified and vetted staff who participate in an effective induction programme. Staff have a good knowledge of safeguarding children and of their roles and responsibilities in reporting concerns. They are deployed effectively to ensure children are properly supervised and additional staff are employed to meet the required ratios at all times. Staff meet regularly to share information, which ensures the day runs smoothly for the children. They receive motivational incentives, which include recognition awards and the ability to take key roles in particular areas of work. The attention given to staff training is effective in recognising the uniqueness of each child to meet their welfare needs and to support them to achieve their potential.

The quality and standards of the early years provision

The nursery provides children with an enabling environment to make good progress across all areas of their learning and development. The planning and implementation of activities takes into consideration individual children's learning and development needs. Information obtained from parents about children's starting points and clear observations identify the progress that children are making. This is used well to establish the next steps in children's learning and build on children's interests. Staff are clear about how to support and extend children's learning by taking the lead in activities, listening and intervening when appropriate.

Overall, space is well organised and children readily access a range of resources to develop their play and ideas and increase their independence and confidence. For example, babies' toys are within easy reach which stimulates exploration and

encourages large muscle movements as they cruise and crawl to reach toys. The outdoor area for children under two years is not yet sufficiently developed to provide a stimulating and challenging environment. Older children thoroughly enjoy outdoor play. They paddle on bikes, enjoy imaginative play, aim balls accurately, crawl through tunnels and large cardboard boxes and learn about road safety. They hold red, yellow and green bricks for traffic light and children 'drive' their vehicles over zebra crossing when green and understand that they need to be careful in the sloping area. Children learn how to stay safe during planned activities and daily routines. They help tidy up at appropriate times and understand that display of yellow cone means wet floor and they need to be careful.

Children's welfare is promoted well. They learn the importance of good hygiene as part of daily routines and overall, staff maintain good standards of hygiene such as clearing food from the floor after meals. However, not all waste bins have lids including the one located in babies' milk kitchen. This does not fully prevent the risk of contamination. Children are beginning to understand the importance of healthy eating and the effect it has on their bodies. For example, at snack time staff explain 'fresh fruit and vegetables are good for us because they keep our hair and skin healthy'. Children add 'milk and yogurt make our bones strong.' Children enjoy healthy and nutritious meals, which are prepared and supplied by an outside caterer. The effective systems ensure children's individual dietary requirements are recognised and fully met. For example, individual place mats displaying children's photographs and their dietary requirements, are in use.

Children are learning to manage their own behaviour as staff provide clear and consistent boundaries. They have many opportunities to make choices, know what is expected of them and generally respond well to the high expectations. Staff praise children's efforts and achievements during daily activities. Children begin to appreciate diversity and value our similarities and differences which helps them to feel included. They talk about their families through photographs; planned activities and visitors to the setting offer children experiences to learn about various cultures, people in the community and their roles. They begin to gain an understanding of the world around them as they enjoy digging, planting and caring for the large snails.

Children enthusiastically participate in a wide range of activities that contributes to their future economic well-being. They have many opportunities to express themselves creatively. Staff value all children's creations displaying them attractively on wall displays. They thoroughly enjoy tactile experiences such as corn flour and water; and exploring a treasure basket with a variety of textures. Children self-select books and listen with interest when adults read to them. They have many opportunities to use a variety of writing materials to write spontaneously for a purpose.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.