

Pride and Joy

Inspection report for early years provision

Unique reference number 118127
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Inspector Kim Mundy

Setting address Scout Hut, Eskdale Avenue, Northolt, Middlesex, UB5 5DJ

Telephone number 020 8842 4244
Email prideandjoy@btconnect.com
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 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).

Description of the setting

Pride and Joy Day Nursery is one of two privately owned nurseries which opened in 1998. The nursery operates from the main room within a Scout Hall in Northolt in the London Borough of Ealing. There is easy access to the premises via ramps. A maximum of 22 children may attend the nursery at any one time. There are currently 32 children aged under five years on roll. Of these, 11 receive funding for nursery education. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks a year. Children have access to a secure enclosed outdoor play area. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery employs six staff, five of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are settled, happy and well cared for in this nursery. They are making sound progress in their learning and development, and their individual needs are being met. Partnership with parents and carers is a particular strength of the nursery. Children's safety and welfare are suitably promoted. The staff regularly review their practice and recognise their strengths and weaknesses, and where they may need to make changes to benefit the children. As a result, the children's safety and welfare has improved since the last inspection.

What steps need to be taken to improve provision further?

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

- develop the risk assessment procedure to ensure the garden is safe
- ensure that medication is labelled clearly with the children's full names
- ensure that all staff update their knowledge and understanding of the early learning goals
- continue to develop planning, observation and assessment procedures, and ensure that all six areas of learning are consistently evaluated.

The leadership and management of the early years provision

The nursery is well organised and staff work enthusiastically as a team to provide a happy and stimulating environment for the children. Children are safeguarded because staff are aware of their responsibilities and the procedure to follow if child protection concerns arise. Suitable recruitment procedures are in place for staff which includes criminal records checks and references. Children's health and welfare are promoted well, although not all medication is not suitably labelled with children's names. The risk assessment procedure helps to ensure that children are safe and secure on the premises, however, the sharp and rusty barrel in the

garden poses a risk to children. A rigorous procedure is in place for times when parents are unable to pick up their child and this includes a security password system.

The nursery is just beginning to use the Ofsted self-evaluation form as a tool to reflect on their practice. The staff have a sound understanding of child development and they are becoming more familiar with the early learning goals for younger children. The planning, observation and assessment systems are not yet established to fully promote children's individual learning. The system for recording children's progress in all six areas of learning is not consistent. The management team recognises the need for the staff to continue to develop their skills in this area.

A strong emphasis is placed on building good partnerships with parents and carers to benefit the children in the nursery. Every six months staff meet with parents to discuss their child's portfolio and they are able to contribute to planning for the next steps for their child's learning. Children enjoy taking it in turns to care for 'Bertie' the bulldog at the weekend. He has a book in which children and parents are encouraged to draw and write about what he has done with them. Parents' views have been sought on the provision and they are very happy with the service, for example, 'I recommend the nursery all the time. My child didn't speak much at first and staff have helped to extend my child's language and to socialise with other children'. There is a range of policies and procedures in place, which are shared with parents. Notice boards, newsletters and daily sheets in the baby room are used to communicate to parents and carers.

The quality and standards of the early years provision

Staff plan a well-balanced curriculum which includes a balance of child-led and adult-led activities. There are effective systems in place to identify children's starting points through the staff's observation of the children and talking to parents. The individual planning for each child is still being developed to help them to make sound progress in all areas of their learning. Staff have placed a strong emphasis on developing the outdoor play and learning opportunities, where children are also encouraged to plant, dig and water the flowers. Daily free-flow outdoor play supports babies and children's physical development; they enjoy peddling the bikes, pushing buggies, climbing and sliding. Babies are increasing their skills as they explore and investigate a wide range of suitable toys, although the learning environment lacks low level interest, such as mirrors to look at their own reflection. There are many opportunities for babies and children to learn through using their senses as they explore the interesting treasure baskets in and outdoors. Babies are curious as they prod and poke different objects.

Children are practising their early mark making, for instance, as they draw, paint and chalk. They develop a sense of belonging as they recognise their photo and name on their lunch mat and coat peg. Children enjoy problem solving as they fit puzzles together, count cups and cutlery at lunch time. More challenging activities include floating and sinking in the water play. Children are investigating how things work, for example, as they use telephones and keyboards. They learn about their

local community during the police officer visits, and the wider world as they celebrate different festivals. Children with English as an additional language are supported well. Staff speak to parents to find out words in their first language to help them to meet their individual needs within the nursery. Toys and resources which reflect diversity help children to develop an understanding of difference in relation to religion, culture, gender and disability. Children experience a well-resourced role-play area where they can dress up and act out, for example, making tea and looking after baby dolls. Babies and children participate very excitedly in weekly music and movement sessions, which expose them to action songs, rhythm and rhyme. This helps to support their social and early communication skills.

The children make decisions about when they are hungry as they help themselves to healthy foods, such as apples, oranges and raisins from the snack bar. They are able to help themselves to fresh drinking water throughout the day from the water dispenser. Nutritious meals are freshly prepared on site by the cook who holds a food and hygiene certificate. Children are very familiar with the routine and at appropriate times they wash their hands to prevent the spread of germs. They are learning to keep themselves safe as they are reminded not to go near or to touch the padlocked gate. Children know what to do in the event of a fire because they routinely practise the evacuation procedure. Children are well-behaved; they respond positively to praise and encouragement by staff. Kind and caring staff provide a sound start for the children's future learning and education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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