

# Nursery on the Green

Inspection report for early years provision

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**Unique reference number** EY355167  
**Inspection date** 26/05/2009  
**Inspector** Victoria Vasiliadis / Kim Mundy

**Setting address** Thornccliffe Road, Southall, Middlesex, UB2 5RN

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**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).

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

Nursery on the Green is one of 35 nurseries run by Child Base Limited. It opened in 2007 and operates from five areas in a purpose built nursery in Southall in the London borough of Hounslow. All children share access to a secure enclosed outdoor play area. There is also access to an indoor covered communal play area.

A maximum of 131 children under eight years may attend the nursery at any one time, there are currently 111 children on roll within the early years age group, of these 43 are in receipt of funding. Children attend a variety of sessions. Additional stay and play sessions are available for a maximum of 28 children aged between one and under five years. The nursery operate a holiday and after school club for children aged from 5 to 10 years of age.

The nursery is open each weekday from 07:30 to 18:30 for 52 weeks of the year. The nursery employs 22 staff who work directly with the children, of these, 17 staff, including the manager, hold appropriate early years qualification.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting offers an inclusive service and partnership with parents, carers and other professionals is a particular strength of the nursery. This ensures that overall the children's needs are suitably met and their welfare promoted. Effective self-evaluation systems are in place which enables the setting to monitor the service that they provide. As a consequence, the children are making good progress in their learning and development.

## What steps need to be taken to improve provision further?

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

- ensure that all children's needs are met at all times, particularly during large group activities and meal times to promote children's welfare and learning
- ensure effective behaviour management strategies are applied and adhered to by all staff at all times to promote consistent practice.

## The leadership and management of the early years provision

The management team are committed to continuous development of the provision and as a result have the capacity to make further improvements, which will promote positive outcomes for children. Self evaluation is accurate and enables the setting to identify and priorities areas for development. For example, company

audits take place regularly to assess practise issues and to target areas for improvement.

Practitioners are well deployed which ensures children's safety is monitored. Practitioners are secure in their knowledge of safeguarding matters and implement these effectively to ensure children's well-being is given priority. There are robust recruitment procedures in place to ensure children are cared for by adults who are suitable to do so. Practitioners carry out daily visual safety checks on the premises and comprehensive written risk assessments are in place to make sure that children are not exposed to hazards.

The nursery places a strong emphasis on building good partnerships with parents, carers and others, particularly the local children's centre in order to benefit the children. Parents are encouraged to provide written information about their children's individual needs including any disabilities, learning difficulties or cultural and linguistic requirements. Practitioners seek information from parents about the child's home language and some are able to communicate with the children in home languages. This helps the children to feel included and valued within the setting. In addition, parents receive regular feedback on their children's development and parents are invited to attend parents evening twice a year to discuss their child's achievements. Discussions with parents reveal that they are pleased with the service offered and that their children are settled and happy.

## **The quality and standards of the early years provision**

There are effective systems in place to identify children's starting points, and planning, observation and assessment are successful. Therefore, children are achieving well in all areas of their learning and are making progress across the Every Child Matters outcomes. Clear observations and individual learning journeys identify the progress that children are making, this indicates the adults' good understanding of development and how they can promote further progress. Clear plans help to identify the next steps in the children's learning and ensures children are actively engaged whilst in the setting. Practitioners support and extend children's learning and thinking as they pose open-ended questions.

Overall, an inclusive and welcoming service is provided by the setting, adults support children and provide an enabling learning environment. The children are learning how to form positive relationships with others through the support that practitioners offer. On the whole, practitioners implement appropriate systems to manage children's behaviour, but these methods are not consistently applied throughout the setting. Children generally behave well, although due to the organisation of large group time, they lose interest and their behaviour deteriorates. In addition, there are times during the routine of the day when some of the children's individual needs are not being met. For example, during meal times.

Good achievement starts in the baby room and continues throughout the nursery. All children are learning as they are provided with a wide range of opportunities and experiences that are linked to the early learning goals. There is a good

balance between activities that are led by an adult and those that children choose for themselves. Children are able to choose whether they play in or outdoors. The garden areas are well resourced and provide opportunities for children to develop control over their bodies as they are climb, balance and ride tricycles.

A strong emphasis is placed on helping children to develop good social and emotional skills which enables them to play co-operatively together. Children are developing positive self-esteem and are very proud of their efforts and achievements. For example, a member of staff encouraged a less confident child to get from one balancing tree block to another. Once he had achieved this, he smiled happily at his accomplishment. Children are cared for by kind and caring staff, consequently, they are happy and confident in their surroundings.

Children's health and well-being is suitably supported by the setting as children learn about good hygiene through the routines of the day. Children are offered healthy meals, snacks and drinks which are freshly prepared on site by the qualified cook. Children are also provided with resources such as balancing beams and other equipment that promote their large muscle skills and their physical health. Children are learning to keep themselves safe as they tidy away toys, practise the fire drill and are reminded to use outdoor equipment safely.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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## **Annex B: the Childcare Register**

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

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