

The Day Nursery

Riverside Health & Raquets Club, 18 Ducks Hill Road, NORTHWOOD, Middlesex, HA6 2DR

Inspection date

06/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- There is a stimulating and well-resourced environment both indoors and outdoors, to support children's all-round development.
- The staff team are committed to providing a stimulating environment that supports children to make good progress in their early development.
- The special educational needs coordinator is passionate in her role. She works effortlessly to plan individual programmes to support children with special educational needs and/or disabilities.
- The staff establish good relationships with parents, keeping them well informed about their child's progress and welcoming their comments and suggestions.

It is not yet outstanding because

- The nursery does not always extend to the younger age group the successful strategies evident for older children in developing their confidence and sense of belonging.
- The organisation of group times does not always work successfully to enable all children to participate fully.

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 spent the majority of inspection time observing the children in the nursery as they played.
- The inspector sampled children's information and development records.
- The inspector held discussions with the acting deputy manager and a representative of Virgin Active.
- The inspector talked with the staff and children.
- The inspector discussed the nursery with a representative sample of parents.

Inspector

Jennifer Devine

Full Report

Information about the setting

The Day Nursery re-registered in 2012 due to a change of ownership. It operates from the Virgin Active Riverside Health and Racquets club in Northwood, in the London Borough of Hillingdon. It is open to members and non-members of the Health club. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. There are four rooms and a soft play area available and all children have access to a secure garden for outdoor play. The nursery also uses some of the club's leisure facilities. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 166 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for two, three and four year old children. It provides care for children with special educational needs and/or disabilities and children with English as an additional language. The nursery employs 19 staff of whom 15 staff hold appropriate early years qualifications. One member of staff holds 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:

- extend to the younger age group the successful strategies evident for older children in developing their confidence and sense of belonging

- review the organisation of group times so that all children are able to participate fully.

Inspection judgements

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

The whole staff team has a good understanding of the Early Years Foundation Stage. Staff are confident in providing an interesting environment and supporting children's learning well. Children's individual learning journeys are well maintained and contain information, such as starting points and tracking documents, to support future plans for each child. Staff use this information well to help children make progress and to prepare for their next stages of learning.

All four playrooms provide a varied range of activities to capture children's interest and desire to learn. Staff set up the playrooms in the morning and ensure there is a broad

range of interesting activities, which promote all areas of learning. Children arrive and after saying good bye to their parent or carer, explore the environment and settle down with their choice of play. They can also choose other activities as many resources are easily accessible and this supports children's emerging independence.

Children receive good support in the acquisition of language and communication skills. Staff listen perceptively to them and skilfully ask questions during tasks to improve learning. Children enjoy group activities after breakfast time where they come together for story or singing and to share any news. However, these groups are large and consequently this makes it difficult for some children to concentrate and have equal chances to participate fully.

Children have free access to the outdoor environment for most of the day and they thoroughly enjoy the outdoors. The garden is well resourced and children can investigate and explore the natural environment. All children have access to the whole of the garden and this enables babies and older children to mix together. This is particularly beneficial to siblings who look forward to playing outside together. The nursery also has use of the club's extensive grounds and makes excellent use of the fields and woodland area. Children in pre-school have been involved in making a den in the woods and take regular walks to this inviting enclosure. They excitedly get their wellington boots on and venture off to explore this natural environment. They experience walking through long grass and have built up their understanding of being careful as they walk near to wild plants. Staff make every opportunity to investigate this area and show children the natural habitat of wildlife.

Children in the baby rooms enjoy exploring their environment. They have many opportunities to practise their early physical skills as they crawl or walk around the room or garden, investigating the many resources. Babies have great fun as they explore the different sounds of the musical instruments. Staff are sensitive to children's needs, quickly identifying, for example, when young babies need to have a sleep.

Children who speak English as an additional language are supported well as staff obtain key words to help them settle. The environment contains print to support children's emerging reading development and reflects other languages. There are very effective systems to support children with special educational needs and/or disabilities. The special educational needs coordinator is dedicated to her role. She plans small group sessions to encourage particular skills for individual children, supporting them to make significant achievements in their development. Parents have regular opportunities to meet with staff to discuss their children's achievements and progress.

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

Children share warm relationships with each other and the approachable and friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Staff sit close to children to support and

reassure them in their play. They also ensure that meal times are a positive social occasion by sitting with the children at the table where they can chat quietly together.

Children's personal, social and emotional development is progressing well. Children have some good friendships and play well together. They show kindness and understand about taking turns. Older children enjoy looking at photographs of their families in their developmental records, which provides a good starting point for discussion. However, staff in the younger age rooms do not follow this practice and so miss an opportunity to further develop children's confidence and a sense of belonging. Staff manage children's behaviour well. They use positive strategies to deal with any minor issues and encourage children to sort out disagreements by talking to each other about their feelings.

Staff record and understand children's specific health, dietary needs and allergies. All children have name cards and have colour coded plates and bowls at meal times to assist staff in recognising dietary needs successfully. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands effectively throughout the day.

Children's safety and well-being has a high priority as they play in a safe and secure environment. Staff conduct daily checks on the premises and effective risk assessments procedures are in place to identify any hazards in the environment. Staff are vigilant and supervise the children very well. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. The nursery has effective security systems in place and any visitors need to ring the doorbell and show their identification before entering the nursery.

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

The staff team fully understands the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff understand the clear policies and procedures and implement these consistently. Staff know and understand their responsibilities for safeguarding and are in the process of updating their knowledge by completing an on line safeguarding course. A number of staff have a first aid qualification, which means that they are able to respond to children's needs in the event of any emergency occurring. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the nursery.

The management team works closely together and this supports the acting deputy manager to take overall responsibility in the manager's absence. Although the nursery does not have a self-evaluation document of their practices, staff do work closely with the local Early Years team. They take advice and implement effective action plans, which they achieve successfully over a period of time. Staff receive good support through effective systems for supervision to identify training needs. This demonstrates the staff team is willing to develop the service continually. Room leaders have a good overview of planning

and assessment arrangements. They monitor that staff complete assessments correctly to ensure consistency. Staff have regular supervision meetings and annual appraisals, which support them well in developing their practice further.

Partnerships with parents is good. The nursery places value in ensuring that parents develop a sense of belonging and that they can contribute to the well-being of their children. Parents receive a range of information to ensure they are well informed about how the nursery operates. Staff keep them well informed about their child's progress, achievements and daily experiences. Parents are welcomed into the nursery when they drop off their child in the morning and when they collect them later. Comments from parents indicate they are very happy with the service provided. The nursery has built up good relationships with local schools and other professionals, which supports children's continuity of care well.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	EY450894
Local authority	Hillingdon
Inspection number	896679
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	102
Number of children on roll	166
Name of provider	Virgin Active Limited
Date of previous inspection	not applicable
Telephone number	01923848000

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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.

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