

Nursery on the Green

Thorncliffe Road, Southall, Middlesex, UB2 5RN

Inspection date	17/09/2013
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff clearly involve parents and carers in their child's learning and keep them informed of how well they are progressing. This promotes children's learning effectively.
- Staff provide a range of interesting and challenging activities, which link to children's interests and stages of development.
- The environment is enabling both indoors and outdoors and therefore, children make independent choices about where they want to play.
- The children and their families actively take part in a full range of festivals and celebrations, throughout the year, which help them to learn about diversity.

It is not yet outstanding because

- On occasions staff do not give children time to respond to the questions they ask them, which slightly reduces opportunities to extend their thinking and communication skills.
- Staff do not fully extend children's learning through reference books or pictures during some activities. Therefore, children are unable to check facts or find out more information.

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 conducted a joint observation with the deputy manager in the pre-school room.
- The inspector spoke to parents to seek their views.
- The inspector sampled the documentation.
- The inspector conducted observations in all nursery rooms both indoors and outdoors.

Inspector

Maria Conroy

Full Report

Information about the setting

Nursery on the Green is one of 47 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 have access to a secure enclosed outdoor play area, for each nursery room. 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 and there are currently 134 children on roll within the early years age group. The nursery is registered to receive funding for early education for children aged two, three and four years. The nursery operates a holiday and after school club for children aged from five to 10 years of age. The nursery is open each weekday from 7.30am to 6.30pm, for 52 weeks of the year. The nursery employs 28 staff 19 of those hold a relevant childcare qualification. Of these, one member of staff holds Early Years Professional Status and one has Qualified Teacher Status. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- when asking questions, enhance children's opportunities to think about the answers they will give so that they can decide what they want to say and how they will say it
- extend children's learning by providing reference books, to enable them to find out more facts and information alongside planned activities.

Inspection judgements

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

Staff have a good understanding of how children learn and as a result, they plan an interesting range of activities to promote all seven areas of learning. Observations and information from parents guide the planned activities, which clearly link to children's interests to offer children a range of choice both indoors and outdoors. Staff support children with additional needs by implementing an action plan to promote their individual developmental needs. Children's development is tracked by their key person. This helps to ensure that they are making the expected progress, which includes the required progress check at age two. This means that they are able to identify any gaps in children's learning and take swift action to close these gaps. Each age group has their own designated space and the activities provided both indoors and outdoors are age and stage appropriate.

Children's physical development is well supported they have great fun climbing on logs and tyres in the garden and climbing through tunnels and exploring ball pools inside. Older children confidently steer bikes, while younger babies pull themselves up to stand using the well-located low-level furniture and equipment. Children use a good range of tools such as scissors to cut, and spades to dig in the sand. They continue to develop their physical skills during lunchtime when they use a knife and fork to cut their food.

Staff enhance children's communication skills well. They encourage them to listen to songs in their home languages and to use picture prompts to help them choose which song they want to sing. They enhance their imaginations through the well-organised role play in their 'bakery' and 'caf'. Children talk to each other about which cake they will have and who wants a cup of tea. However, occasionally when staff ask questions, they do not give children enough time to consider what they have asked and respond to it. This prevents children from extending their language skills. Staff promote children's creativity through the wide range of art and craft activities they engage them in. As a result, children make and design a range of creations, such as space rockets from plastic bottles and spiders from clay and pipe cleaners. However, on occasions, staff do not provide reference books or pictures to enable children to clarify and check facts, for example the characteristics of a spider. Children take part in a wide range of celebrations, which link to the festivals that are meaningful to their families. They celebrate India and Pakistan's Independence Day, by making flags. They also have great fun during their big get together with the parents for Diwali where the children have their faces painted, dress up and put on a show.

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

Children behave well and they are learning to take turns and share. Staff praise the children when they behave well using signs along with words, for example, for 'good sitting'. There is plenty of space and staff provide well planned activities both indoors and outdoors, which prevent children from disagreeing over toys. Staff promote children's confidence and self esteem well and artwork and photographs of them taking part in the activities are displayed throughout the building. Overall, children are motivated and consistently engaged in what they do due to the well-organised and enabling environment.

A healthy menu is available, which incorporates children's dietary needs and takes account of allergies. There are robust systems in place for checking that food is suitable for each child and their individual needs. Staff sit with the children supporting them during mealtimes. Babies' bottles are made up as required and stored with their individual names. Staff cuddle the babies as they feed them, enabling them to feel secure and safe. There are effective hygiene procedures in place, which prevent the spread of cross infection. For example, areas used by the children are kept clean and tidy and staff handling food, wear protective clothing. Children take part in a wide range of activities to promote their physical development. They run around the extensive gardens, enjoy yoga sessions and balancing on tyres. Staff provide planned activities that help children learn to lead a healthy lifestyle; for example, they enable them to plant their own vegetables in the

garden and learn to care for them.

A wide range of well-organised, interesting activities supports children's learning in all areas of their development. There is plenty of space for children to move around and play freely both indoors and outdoors. The enabling environment invites children to explore and investigate, for example, babies move independently from indoors to outdoors, while supervised by staff. Children are learning to stay safe through the activities they take part in. For example, they have the local police officers in to talk to them about stranger danger.

Overall, the nursery staff prepare children well for the next stage in their learning. They follow effective systems for moving children on from one room to another. For example, they keep parents up to date and key persons pass on information to staff in the next room. Children have settling in periods, which enable them to get used to their new key person and their environment. The children moving onto school gain the necessary skills they need. For example, in pre-school room, staff encourage them to take part in mark making, by writing the labels they create for their role play baker's shop. When the children move onto school, the teachers visit the nursery to meet the children and staff exchange information about the child and their achievements. This helps to provide children with good continuity in their care and learning.

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

The inspection took place as a result of information received by Ofsted concerning a child being accidentally shut into a walk-in storage cupboard for a few minutes. The child was released shortly afterwards following a head count conducted by staff. The nursery subsequently conducted a full investigation, which involved meeting with staff and parents. As a result, practices within the room have been reviewed well with particular regard to the use of the cupboard. Staff deployment is effective and as a result, there is limited impact on children who are supervised well throughout the day both indoors and outdoors. Staff ensure when they are moving from one area to another they check how many other staff remain with the children. Staff are confident in their knowledge and understanding of safeguarding procedures, due to the effective training they receive. The company has robust policies and procedures in place, such as a whistle blowing policy. There are effective risk assessment procedures in place, which enable the nursery staff to put preventative measures in place. The company have an effective management structure, which enables senior managers to monitor, advise and support the team on a regular basis. Vetting procedures for staff ensure they are suitably assessed and they are provided with a detailed induction. This helps them understand and implement practices effectively, thus protecting children well. The staff have regular appraisals, supervision and staff meetings, enabling them to identify areas for further professional development and also how they can progress as a team.

The nursery team undertakes the process of self-evaluation and seeks the views of parents, regularly. For example, staff have acted upon recent feedback requesting longer

hours. The management team has a visible presence at the entrance to the nursery, enabling parents to come and talk to them at any time. Internal quality assurance visits from senior managers help to identify clear plans of action, to develop and enhance children's learning. For example they have recently identified developing the use of the garden during the winter months. The leadership and management team have fully addressed the areas identified for improvement at the previous inspection.

Partnerships with parents are effective. They initially share detailed information with their child's key person as part of the settling in process and spend time with their child, in their nursery room. There are regular opportunities to update parents about their child's progress through meetings and by sharing their child's profile. A wipe board provides details of the numbers of staff and children each day, so parents can clearly see how many staff are on duty. There is a dedicated parents' area, where there is plenty of informative advice on developmental issues, such as biting. In addition, the activity boards outside the classrooms indicate what the children will be doing and inviting parents to tell staff about their children so they can use the information in their planning. Parents are represented on the 'parents' forums', which help to organise various events throughout the year. There is very good attendance of parents and families at the variety of celebrations their children take part in. Overall, parents are very happy with the care provided. They comment on the 'very good staff', the friendly environment and the skills their children learn to support them in moving onto school. They as parents feel very welcome and they can address any issues, which are acted on immediately. They feel they are very well informed and they enjoy being asked to contribute to their child's development and their children enjoy the good range of activities available. The nursery works in partnership well with other professionals, to support the individual needs of children who attend. Action plans are implemented effectively by staff, which encourages and supports children's developmental progress effectively.

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	EY355167
Local authority	Hounslow
Inspection number	935895
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	131
Number of children on roll	134
Name of provider	Childbase Partnership Limited
Date of previous inspection	26/05/2009
Telephone number	0208 574 2667

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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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