

Northwick Park Day Nursery

Northwick Park Hospital, Watford Road, Harrow, Middlesex, HA1 3UJ

Inspection date	17/09/2013
Previous inspection date	16/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have developed outstanding relationships with the children, who are very confident, happy and secure in the setting.
- Children learn and develop in an inspirational environment where they take part in activities that are fun and challenging. Consequently, children make excellent progress in their learning and development.
- The setting has highly effective systems to develop partnerships with parents, carers and others. This results in positive outcomes for all children.
- The staff team are very strong, they are motivated and excited in their roles consequently the children are inspired to learn.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction both inside and outside.
- The inspector talked to staff, parents and held discussions with the management team.
- The inspector examined documentation including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full Report

Information about the setting

Northwick Park Day Nursery was registered in 2005. It is one of over 203 nurseries run by Bright Horizons Family Solutions Ltd. The setting operates from two purpose built portakabins located within the grounds of Northwick Park Hospital in the London Borough of Brent. Children have access to secure outdoor play areas. The nursery is open each day from 7.15am to 6pm for 51 weeks of the year. Children attend for a variety of sessions. There are currently 181 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 38 staff working directly with the children, of whom 26 hold appropriate early years qualifications. The nursery is registered on the Early Years Register and the compulsory part 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:

- improve the learning environment to include more resources that positively reflect the diverse community in order strengthen children's sense of belonging.

Inspection judgements

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

Children are cared for in a nursery where the highly enthused and energetic staff have created an environment that is exciting and inspiring. The staff plan activities and events that are responsive to children's individual needs and interests. For example, an interest in how children travel to nursery led to exciting opportunities to create models and pictures of cars trains and buggies. The system for observation and assessment is accurate and shows very clearly the progress children have made while in the nursery. Children are encouraged to play and learn by the range of stimulating activities that capture their imagination. For example, acting out stories, using the words from the book as they move around the garden with their friends. All staff have an exact understanding of how children learn through play which is consistently implemented.

Children's communication skills are supported well as staff consistently reinforce early language sounds. For example, staff skilfully value and encourage babies and young children in their speaking. This is very effective in enabling even the youngest child to express their needs and gain confidence in their interactions with others. Babies are thrilled to take part in a cooking activity making apple cookies. Staff use a range of stimulating language as the babies grate the apples and stir the mixture. Children's

comprehension of the written word is prioritised in the stimulating environment, which helps them understand that writing, and text carries meaning. For example, children's own mark making and emergent writing efforts are celebrated and displayed attractively around the nursery. Children are given many opportunities to practise their mark making by having access to crayons, pencils, paper and clip boards to record on. Staff's teaching methods greatly encourage children's self-esteem and this encourages the children to build on their skills for their future learning.

The learning environment and provided toys include positive images that are reflective of the diverse local community, however, there is scope to extend these resources. Staff promote children's physical development through effective learning in the outdoor environment, on a daily basis and in all weathers. Staff use skilful questioning techniques that encourage the children to think for themselves and make informed choices. For example, staff ask the children what they need to wear in the garden. This leads children to talk about the weather and to decide that they need to wear their boots and coats and to tell staff that they need an umbrella as it starts to rain, for example. The children use the garden, imaginatively interacting warmly with the staff, who respond to children's natural curiosity. The children run and play with enthusiasm and energy, and staff make sure they get the most from their time, through sensitive and selective interventions. Children's prior knowledge, skills and understanding are recorded when children start at the nursery. This, together with careful observations and assessments of children's activities, helps staff to plan challenging experiences for all children. Staff take time at the end of each day to ensure that parents are aware of their child's activities whilst at nursery. Regular parent meetings, records and displays engage parents with their children's learning and build strong foundations for the future.

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

Staff use exceptional levels of praise and encouragement which means children develop high levels of confidence and self esteem. The key person system is effective and sensitive to the needs of all children and as a result, children develop secure attachments which promote a good level of well-being. Staff are kind and considerate and responsive to the children's needs. Staff provide excellent support for children and parents when the children move within the nursery. They share detailed information with parents who help make the decision about moving their child. This means that parents feel fully included in the process and can support their child at this time. The well-resourced environment and knowledgeable staff support children's development well and promote their growing independence skills. This is demonstrated in the activities staff plan to nurture children who are moving onto 'big school'.

Children are self assured as they move freely from the inside to the garden. They cooperate with their friends and are keen to share their activities with staff. Children's enthusiasm to help tidy away shows they are displaying a good awareness of responsibility within the nursery. Children's behaviour exemplarily and their sense of belonging expressed by their familiarity in routines. For example, babies settle well because staff have a thorough understanding of their needs and routines. The strong partnership with

parents helps to enhance this excellent emotional development for all children and contributes to continuity of care. Staff provide a stimulating environment where the curiosity of babies and young children is fostered so that they can explore the range of stimulating resources provided, with enthusiasm and increasing independence. Babies practise physical skills such as crawling, bottom shuffling and walking. Children begin to develop excellent self-help skills such as becoming independent in toileting routines. They serve themselves at meal times and help staff lay the table, recognising their own name on place mats. In addition children know that the mats are coloured to represent differing dietary needs. Children make healthy choices about food as they enjoy apricot and raisins for a snack, for example and are eager to join in with physical exercise in outside play. In addition, they access water independently so that they are not thirsty when they play. This provides children with firm foundations for developing a healthy lifestyle. Children are cared for in a very safe and secure environment and are learning the importance of how to keep themselves and others safe. Consistent and supportive conversations with the children greatly help them to think about their movements in the room, taking care of their friends as they play.

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

An excellent leadership and management of the nursery sets high aspirations for all staff and supports them in meeting the welfare and learning and development requirements. Highly efficient performance management systems are in place to support staff to improve their practice and become confident in their work. The management team effectively monitor staff performance through robust appraisal and supervision. The management team is highly committed to ensuring that staff are provided with wide-ranging opportunities to attend training courses. They, and staff are completely committed to continual improvement of the nursery. Children views and ideas are valued, respected and included in the self-evaluation process. A children's council meets to exchange ideas and to collect the ideas of their friends. For example, children are currently working with staff to make changes to the menu.

Recruitment procedures are completely thorough and include background checks, trial periods and an induction programme. This helps to make sure that all persons working with the children are suitable to do so. In addition ongoing checks and monitoring help to ensure their suitability continues. Educational programmes are exceptional and ensure that children have opportunities to progress to the early learning goals. Effective observation and assessment strategies means that, where required, the children's need for extra support is identified quickly. Staff work with appropriate professionals to meet the needs of the children. Strong partnerships with parents supports a coordinated approach to children's care and learning. Parents are unanimous in their praise of the nursery. They comment on the invaluable information they receive from staff and how they feel included and valued by the staff. In addition parents are invited into the nursery for special events such as graduation ceremonies. Staff arrange evening workshops for parents to understand the Early Years Foundation Stage and how their children learn through play. Safeguarding of children is given the highest priority. All staff are completely clear of their

role to safeguard children. They have excellent understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children.

The Childcare Register

The requirements for the compulsory 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	EY305606
Local authority	Brent
Inspection number	908106
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	140
Number of children on roll	181
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	16/10/2008
Telephone number	020 8869 3937 or 2382

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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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