

Pride and Joy

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

Inspection date	06/11/2013
Previous inspection date	22/04/2009

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The process of self-evaluation and reflection is precise and targeted to identify a clear action plan to improve the quality of care and education provided.
- Children are happy, settled, and form secure attachments with their key person, which helps them to feel safe.
- Staff support children to manage their own safety as they learn how to handle equipment safely.

It is not yet good because

- The quality of teaching is not consistent in all activities provided to engage children of different ages and support their learning and development.
- The provider was unable to provide evidence of all staff qualifications including that of the manager.
- Staff do not fully support children in their understanding of changes that occur within the daily routines and what will happen next.

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 spoke to parents to gain their views on the service provided.
- The inspector sampled a range of documentation.
- The inspector conducted a joint observation in the main play area with the manager.
- The inspector observed interaction between staff and children both indoors and outdoors.

Inspector

Maria Conroy

Full report

Information about the setting

Pride and Joy Day Nursery is one of two privately owned nurseries, which opened in 1998. The nursery operates from within a hall in Northolt in the London Borough of Ealing. The main room of the hall is used; which is separated into two sections for children of different ages. There is easy access to the premises via ramps. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children in the Early Years age range on roll. The nursery is registered to receive funded children age three and four years old. The nursery is open each weekday from 8am to 6pm for 51 weeks a year. Children have access to a secure enclosed outdoor play area, which, is sectioned off for children of different ages. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery employs six staff to work with the children, three of whom hold a National Vocational Qualification at level 3 and two at level 2, another member of staff has completed a Foundation Degree in Early Years. In addition a cook is employed to prepare fresh meals on a daily basis.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching to provide more consistent learning opportunities that are targeted at individual children's developmental needs and interests
- provide evidence of all staff qualifications.

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

- support children in their understanding of what will happen next within the daily routine, for example, by providing a visual timetable to help children familiarise themselves with the routine.

Inspection judgements

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

Staff have recently implemented new systems to help support them in planning for children's individual needs. Staff use the process of observation to get to know children's interests and areas for their developmental. They have recently invited parents to contribute information about what their children do when they are not at nursery. Staff generally use this information to plan a suitable range of age appropriate activities to

support different areas of learning for children's individual needs. However, the implementation of some activities does not fully engage or sustain children's attention, and is sometimes too formal and lacks practical experiences. Consequently, children do not learn as much from the experience as possible and therefore do not make good progress. Staff track children's development which enables them to identify where children need further help and support. Staff also complete progress checks for children aged two years. This enables them to summarise children's development in the prime areas of learning, a process which they share with parents. Parents are able to involve themselves in their children's development.

Staff support children's communication and language skills. They enjoy singing songs, follow simple actions and shake bottles filled with different materials to act as musical instruments. Staff model vocabulary as they describe what children are doing during role play, such as "what are you cooking? Are you making a salad with the onion?", which helps them to understand the meaning of words. Staff use some signs with children to support their understanding of what is being asked of them. However, when children move from one activity to another, they occasionally become upset, as they do not understand what is happening next and staff do not give them visual prompts to further support their understanding of the routine. Children enjoy listening to stories with their special person, helping them to link words and their meaning as they look at the book together. Staff support children's physical development as they enjoy tipping dried pasta from one cup to another and carefully lift pretend fruit on a spoon transferring it from one plate to the pot. Children use various writing and drawing materials, such as chunky chinks and felt pens, enabling them to create their own firework display. Children have fun and explore in the garden, they plant and look after flowers in the summer, push the wheelbarrow around and balance on tyres.

Staff promote children's personal, social and emotional skills appropriately. Children all enjoy helping to tidy up and take care of their toys and their environment. Children confidently use the dustpan and brush to help sweep up pasta and replace toys from their storage space. Children are developing their independence skills; they set the table and count the number of placemats to work out how many cups and forks they will need for them and their friends. Staff support children to serve themselves the food, which they enjoy during the sociable mealtimes with their friends. There are suitable partnerships with other professionals, ensuring that any individual needs are met and supported effectively.

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

Children demonstrate they feel safe and develop a positive relationship with their key person. For example, when key persons arrive, children smile and follow them using their eyes as they move around the room. Staff welcome children and give them cuddles and speak affectionately to them. Children are gaining awareness of how to keep safe, through planned activities and discussion during the daily routines. For example, they blow on their food before they eat it and they enjoy singing the traffic light song, where they have to stop for red and go when green. Children learn to use tools safely, for example, they use a

knife and fork when they eat their lunch and scissors when they cut during arts and crafts.

Individual care plans are in place for children who have specific care needs. All staff are aware of the support children need and implement systems effectively. Children are regularly encouraged to drink water, to keep them refreshed and they enjoy healthy snacks and nutritious home cooked meals. Staff are on hand to support children in eating their lunch, they are not rushed and enabled to take their time during meals, which creates a calm environment. There are suitable procedures in place to prevent cross infection, for example, children wash their hands after being in the garden and before they eat and bedding is stored appropriately. The premises have recently been re-organised to provide more defined areas for learning. Younger children under two years, have an area specifically for them, separate from older children. In addition, there are three separate outdoor play areas used for children of different ages. Older children, who attend during school holidays, have their own shed in the garden, which they use as a base room. The staff also organise offsite outings for these children, to develop their experiences. Staff clean toilets daily and nappy changing areas are suitable. Staff also undertake risk assessments regularly and put suitable measures put in place to keep children safe. Staff keep fire exits clear, ensuring that they are not obstructed in the event of an emergency.

Children generally behave well, however, on occasions, the activities provided for children are not fully exciting or engaging, consequently they lose interest in the activity. Staff act as positive role models, using good manners and encouraging children to share and take turns with their friends. Staff praise children when they do well, such as giving them a clap, a smile or telling them how lovely their drawing is. Staff display children's work which makes children feel valued. There is a reasonable range of age appropriate resources within the nursery. The learning areas have recently been re-organised to enable children to have designated areas for different types of learning, which are more inviting. For example, a well used role play area has real vegetables for children to explore along with pots, pans and utensils. Suitable procedures are in place to support children when they move from one area to another within the nursery, which enables them to settle quickly. Children moving onto school are supported through planned activities such as becoming more independent, by putting on their own coats, boots and making choices. Children are beginning to develop the skills they need to move onto their next stage of learning.

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

The provider has recently appointed a new manager, who has a secure understanding of the Statutory Framework for the Early Years Foundation Stage. She has already begun to implement new systems to help improve the quality of the service provided. There are robust procedures in place for recruitment of staff, to ensure they are suitable to work with children. However, the provider is not able to provide evidence of the manager's qualification as required. All other staff working at the nursery are able to demonstrate that they hold a relevant childcare qualification. They have recently begun to take part in supervision and end of year appraisals are planned. Professional development has been

identified and staff are due to attend training on observation and assessment in the next couple of weeks, to enhance their knowledge and skills in supporting children's learning. Staff are confident in their knowledge and understanding of the systems in place for safeguarding children and the procedures for contacting the relevant authorities. For example, they discuss the steps they have to take to follow the whistle blowing procedure and describe how they protect children around cameras and mobile phones. Risk assessments are effective as the staff regularly check the building and all the areas the children access including when on outings. Accidents are all recorded by staff, even where no injury is visible. Parents are informed and they sign the record when they pick up their children.

The manager aspires to make improvements to the service provided. There are suitable systems to evaluate practice, which pinpoint weaknesses and identify actions required to make the improvement. The management works with the local authority advisors who contribute to the process, for example, they provide training for staff and visits to support leaders. The manager is available for parents, so she can gain their views verbally at this early stage and she plans to use a parent questionnaire. The manager spends most of her time in the nursery play area, where she acts as a positive role model for staff, to show them good practice. She observes their practices and provides useful feedback for staff, which gives them confidence. This also helps the manager to identify further areas and skills staff need to develop. The nursery has also addressed the areas for improvement following their previous inspection.

Partnerships with parents continue to develop and improve. Staff gain information from parents when children join and use this as their children's starting point. Staff share information with parents on a daily basis about their children, including how well their child has settled, what they have eaten, their nappy changes, sleep routine and activities their children have taken part in. The regular newsletter keeps parents informed about changes to the staffing and activities provided. A parents' notice area provides further information such as key person, complaints procedures and other notices. Parents comment that they have seen an improvement in the service provided recently, they feel the information they now get is very informative. They say their children are much happier at coming in and seem more settled; which makes them feel more reassured. They say they can see positive changes in their children's behaviour and their developmental progress. The registration forms which include information about children have recently been updated. They provide a comprehensive record of children's needs and things such as their emergency contacts, including a photo and password for anyone collecting children. Parents are invited to contribute to the planning for their children, by sharing observations of what their children like to do when they are not at nursery. Children's records are easily accessible for all parents to view and plans are in place to have a parents evening when they can come in to talk to their key person about their children's progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	118127
Local authority	Ealing
Inspection number	937765
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	29
Name of provider	Pride and Joy Day Nursery Limited
Date of previous inspection	22/04/2009
Telephone number	020 8842 4244

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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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