

# Pride and Joy

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

<b>Inspection date</b>	27/10/2014
Previous inspection date	06/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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

- Staff provide a warm welcome to children; as a result, they enjoy their time at nursery.
- Children enjoy playing with fun, interesting outdoor activities and benefit from a range of challenging equipment to explore.
- Parents' comment that their children develop well at the nursery and they have good relationships with staff.

### It is not yet good because

- The current system for implementing planning is weak; as a result, staff are not fully aware what activities are planned to promote their individual learning needs.
- At times, children are not fully engaged during adult-led group sessions because staff do not effectively challenge their learning according to their age and ability. Therefore, some children lose interest and become distracted.
- The staff and manager do not fully encourage parents and children to put forward their views and ideas to develop the nursery.

## 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 offered a joint observation with the manager.
- The inspector observed children and staff playing inside and outside.
- The inspector talked to parents, children and staff.
- The inspector looked at a sample of policies and procedures.

## Inspector

Deborah Found-Bloodworth

## Full report

### Information about the setting

Pride and Joy Day Nursery opened in 1998 and registered in 2001. The nursery operates from within a hall in Northolt, in the London Borough of Ealing. The main room of the hall is used and is separated into two sections for children of different ages. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 29 children in the Early Years age range on roll. The provider is in receipt of funding for the provision of free early education for children aged two-, three-, and four-years. 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 who learn English as an additional language. The nursery employs seven staff to work with the children, six of whom hold appropriate early years qualifications. 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:**

- ensure that resources provided consistently motivate, interest and engage all children, with particular regard to adult-led group times
- ensure that planning reflects what children need to learn next, to provide challenging and interesting learning experiences that meet children's individual needs

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

- review adult-led group sessions by tailoring the sessions to reflect the age and abilities of all children, to help them remain focused and engaged, and to minimise any unwanted behaviour
- review the process for self-evaluation to enable parents and children to contribute their ideas and provide feedback.

### Inspection judgements

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

Staff demonstrate a sound knowledge of the Early Years Foundation Stage and children develop across all seven areas of learning. Children choose which toys they want to play with and which activities they want to do. Consequently, they are learning to become independent thinkers and make choices that interest them. Generally, staff guide children's learning well. For example, when the children are playing with the water, staff talk to the children about the number, sizes and colours of the stones. They talk about the noise they make when they splash into the water. As a result, children are learning about mathematical concepts and are discovering new words. This helps to promote their language and communication skills. However, staff do not plan adult-led group times to meet children's individual needs and keep them focussed. As a result, some children lose interest and become distracted. Furthermore, resources for the older children, particularly in role-play areas are limited. This does not enable them to fully use their imaginative skills as they play.

Staff observe children closely to find out what they can do and what they enjoy. When children start at the nursery, staff talk to parents about their child's development and if they have any concerns. Consequently, staff know children's current skills and abilities and can plan appropriate next steps for children's learning. However, staff do not include in planning. Therefore, staff are not supporting children's appropriately according to their individual needs. This means that not all children make sufficient progress in their learning.

Staff understand that all children benefit from sharing books. Consequently, they have created comfortable areas for both the older and younger children. This helps to encourage and develop their interest in books to promote their early literacy skills. Children choose books and sit with their friends, developing a love for reading. Babies cuddle with staff on the floor or in the book tent while staff read to them. This promotes children's language development, especially when they enjoy sharing books with their friends and adults.

Children continue their learning outside. Babies explored natural resources such as bark and stones, while being closely supervised by staff ensuring that they are safe. Staff encourage babies to explore different textures. This helps them to make new connections using their senses. Older children collected leaves together and watched them float in the water tray before making mud pies in the mud kitchen. When children played together, they learnt to negotiate relationships with their friends. As a result, children demonstrate that they are acquiring adequate social skills needed to help them with their next stage of learning, including school.

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

Children are generally developing a positive attitude towards healthy lifestyles. The nursery cook makes home-cooked meals at lunch time for the children, which include healthy options such as pasta bake followed by yogurt. Children tuck into their meals enthusiastically, often helping themselves to additional portions. Staff assist children to develop good hygiene as the children wash their hands before eating and after using the

toilet. Staff use child-friendly signs to remind children to wash their hands. When an adult coughs, children enthusiastically remind them by saying, "Cover your mouth when you cough!" In the morning and after lunch, the garden is available for the children to use when they choose. All the children dress up in their coats and decide to go outside. Staff play active games with some children, and other children decide to use the large sandy area to do some digging. As a result, staff demonstrate they are sufficiently encouraging children to stay healthy through regular physical exercise and by providing healthy food choices.

At the beginning of the day, younger children and older children play together in the main room. Younger children watch the older children and learn from them. Older children develop their self-esteem because they are showing the younger children what they know. Because different aged children have a regular opportunity to play together, younger children show that they are at ease when they move from the baby area to the older area. Key persons know their key children well; therefore, the move between rooms is smooth. When children first start at the nursery, the key person gathers information from parents about their children's interests and abilities. This helps staff to plan familiar activities for children to help them settle.

Generally, children play nicely together and behave appropriately. When children are having free play, staff help children to manage conflicts by reminding children to talk to teach other when there is a problem. However, sometimes when the staff are preparing adult-led activities, such as group time or preparing for lunch, the children become bored. This results in them not behaving as expected and become less interested when staff are ready for them.

Staff know how to keep children safe. Children generally remember how to manage their own safety. However, sometimes, staff need to remind children to walk indoors. When children get their sleeves wet in the water tray, they know where to find their clothes and take them to staff.

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

The manager has a sound understanding of the safeguarding and welfare requirements. All staff are aware of their responsibilities in regards to safeguarding and child protection. The manager ensures that there are sufficient number of qualified staff onsite to meet ratio requirements at all times so that children are safe. In addition, there are suitable contingency plans in place to cover staff absences and any other emergencies. The manager also ensures risk assessments are carried out to ensure the safety of staff, children and parents. This includes outdoor and indoor daily checks, such as room temperature, security of the premises as well as checking that the resources are safe. The manager is aware of the requirement of informing Ofsted of any significant changes.

The recruitment process is robust, because management has appropriate systems in place to assess the suitability of staff. The manager considers the staff's skills, interests

and experience when deciding their roles and responsibilities at the nursery. Before staff are appointed, they are observed interacting with the children to ensure that they will be effective in promoting their learning and development. Existing staff have the opportunity to attend training online, and also with the local authority to help and develop their skills to improve outcomes for all children. The manager works alongside staff, monitoring their performance in order that she can respond to any areas of development, which results in ongoing improvement in their practice.

The manager regularly examines the children's learning and development records to see if there are any gaps in the learning across children in the nursery. For example, she sees if there are any gaps between girls learning and boys learning. However, some staff are not fully aware of their role in implementing the next steps in children's learning by incorporating them into their regular planning cycle. Therefore, children's next steps are not carried forward into future learning experiences. The manager demonstrates she has sound arrangements in place to support children with special educational needs and/or disabilities. This includes working with the local authority special educational needs advisor, should she need to make a referral for additional support.

Parents and staff generally work well together, and parents say that their children have developed well since attending the nursery. Parents say that their children are safe and secure, and that they are happy with the nursery. Parents know who to talk to if they have any concerns. Staff share information with the parents on a daily basis, and make a point to greet every parent at the door and tell them about what their child has done throughout the day.

The manager has reflected on the strengths and weaknesses of the nursery. She works with the local authority to develop systems which will improve children's opportunities for development at the nursery. However, the manager has not identified ways in which to engage parents and children in future improvement plans, by gathering their ideas and feedback. Support staff from the local authority are assisting the manager create a plan for further developing planning, training and staff development. The manager contacts other professionals, such as speech and language therapists, to further support children when necessary.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	118127
<b>Local authority</b>	Ealing
<b>Inspection number</b>	962627
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Pride and Joy Day Nursery Limited
<b>Date of previous inspection</b>	06/11/2013
<b>Telephone number</b>	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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