

Medcliffe @ The Park - Northolt Park Children's Centre

Off Newmarket Avenue, Northolt, Middlesex, UB5 4DB

Inspection date	11/11/2014
Previous inspection date	27/04/2010

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

- Partnerships with parents are excellent. The nursery fully values parents and work together to identify the needs of the child.
- Leadership and management is strong in this nursery and they make continuous improvements to better outcomes for children.
- Children have access to a range of good quality resources, enabling them to make independent choices and supporting their interests and learning effectively.
- Staff effectively observe, assess and plan for children's individual needs and next stage of development. Consequently, monitoring of children's progress is well focused on meeting their individual needs.

It is not yet outstanding because

- There are fewer smaller group or individual opportunities planned by staff to enhance children's concentration and listening skills.
- Staff do not make available interesting resources to extend further children's exploration and curiosity of their natural environment.

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 observed activities in the playroom and the garden.
- The inspector held discussions with the registered provider and manager throughout the visit and sampled nursery policies.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents and observed a review meeting.
- The inspector and manager undertook a joint observation in the garden.

Inspector

Jennifer Devine

Full report

Information about the setting

Medcliffe @ The Park registered in 2009. It is one of three provisions run by Medcliffe Community Nursery. The nursery operates from within Northolt Children's Centre, in the London Borough of Ealing. The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. All children have access to a secure enclosed outdoor play area. There are currently 32 children on roll in the early years age group. The provider is in receipt of funding for the provision of free early education to children aged two-, three-, and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven staff including the manager and all staff hold appropriate early years qualifications. The nursery 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:

- enhance the outdoor play resources to encourage children to explore further and use their senses to investigate their natural environment.

- review the daily routines by considering smaller group activities to enhance children's concentration and listening skills.

Inspection judgements

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

The staff team have a good understanding of the Early Years Foundation Stage and have a secure knowledge of how children learn. As a result, they provide a stimulating and exciting environment, which helps children to make good progress. Children's individual development records are well maintained and contain information, such as their starting points on entry and monitoring documents, which staff use to support future learning plans for each child.

The play room is set up well by staff who provide a varied range of activities to capture children's interest to play and learn. Resources are easily accessible to children because there is a good amount of low-level storage. Therefore, children gain skills in becoming independent as they readily self-select what they would like to play with. Staff have set up the home corner with great passion and imagination to make this area as homely as possible. Children are able to play with real foods and take part in activities where they learn about making breakfast. Staff extend children's play well as they talk about the

different cereals and encourage children to count how many cups and bowls they have. In addition, children enjoy water play in the home corner sink, where they wash up after their breakfast. This play enhances children's social development as they learn to help each and take turns. Children enjoy group activities during the day where they come together for story or singing times. However, group sizes are large at times and this makes it difficult for some children to concentrate, and have an equal chance to participate fully. Therefore, staff miss opportunities to plan for smaller group activities to enhance children's listening and concentration skills.

Children choose whether to play indoors or outside for most of the day. The outdoor area is spacious and children have the freedom to run around and release their energy. Overall, the outdoor area is well resourced with equipment and children enjoy riding the tricycles, playing football or making music with everyday household items. Children enjoy digging and transferring mud with their spades. However, there is less emphasis on extend children's interest in their natural environment, as staff do not always provide them a range of investigative resources to fully enhance children's exploration skills further.

Staff provide effective support to children with special educational needs and/or disabilities. For example, they devise individual educational plans to provide targeted help on particular areas of learning, which they review regularly. Children who are learning to speak English as an additional language receive effective support. For example, staff learn about children's home languages by obtaining key words from parents to help them settle. Parents regularly meet with staff to discuss children's achievements and progress. The staff have made some positive links with the local schools to ensure the children's move to school goes smoothly. The nursery is part of the children's centre and staff work in close collaboration with other professionals to support particular areas of children's development.

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

Staff have a secure understanding of the key-person system. Consequently, children build secure relationships with their special member of staff, which promotes their emotional security. Children receive lots of reassurance from staff as they separate from their parents or carers and settle in. This helps children to feel confident and secure.

Staff foster children's personal, social and emotional development well. As a result, children form some good friendships and play well together. Overall, children show kindness and are learning about the importance of taking turns. Staff work well together to develop strategies for managing children's behaviour. For example, by using positive approaches to deal with any minor issues and encouraging children to resolve any disagreements by talking to each other.

Staff record children's specific health, dietary needs and allergies. They teach children about the importance of a healthy lifestyle and encourage children to follow good hygiene practices, such as washing and drying their hands before snack or after using the toilet. Children's independence and self-help skills are developing well. For example, children

select from a choice of fruit and they choose and pour their own drinks. Children benefit from a nutritious and healthy cooked meal, which the cook freshly prepares. Overall, this supports children's good health and well-being.

Staff give children's safety and well-being high priority. Consequently, this enables children to play in a safe and secure environment. Staff encourage children to be aware of their own safety and that of others. As a result, children are able to move around the nursery confidently and independently. They learn the rules of the nursery and take care when using adult-sized equipment, such as garden spades and forks, while staff are nearby to supervise them. Staff regularly practise the fire evacuation drill with the children and teach them about the importance of getting out the building safely. Children effectively demonstrated their understanding of this recently, due to small fire incident, where children safely evacuated the premises. Staff further protect children's safety through their close supervision both indoors and outside. The nursery has effective security systems and any visitors need to ring the intercom and show their identification to staff before entering the nursery to help keep children safe.

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

The provider, manager and staff team fully understand the requirements of the Early Years Foundation Stage. There is a strong management team and all staff benefit from clear leadership across the nursery. The manager carries out comprehensive risk assessments of the premises, which are regularly reviewed and updated as required. All staff are aware of emergency procedures to ensure children's safety and the provider is aware of notifying Ofsted of any significant event.

The manager follows clear and robust recruitment procedures, which ensures all adults working with the children are suitably checked. Staff are aware of their role and responsibilities for safeguarding children. They understand the procedures to follow if they are concerned about a child. The manager provides regular safeguarding training for all staff. This ensures staff are confident in all aspects of keeping children safe during their time at nursery. All staff have a paediatric first-aid qualification which means that they are able to respond to children's needs in the event of any accident or injury occurring.

An effective management structure enables senior managers to monitor and support the staff team. The provider has a strong desire for maintaining quality in all aspects of care and education in the nursery. The provider and manager support staff well by conducting regular supervision and appraisals. Furthermore, the manager holds regular staff meetings, team training days and welcomes staff's input. Any significant events are included on the agenda for when they meet and this enables the staff team to review and discuss their practices to help them safeguard children.

Staff place a great emphasis in ensuring that parents develop a sense of belonging to the nursery and can contribute to the well-being of their children. The provider and manager have a strong vision for developing supportive partnerships between parents and external

agencies. This means that parents receive optimum support and that children's needs are quickly identified. Parents speak very highly about the nursery and the staff team. Comments from parents indicate they are extremely happy with the service they receive.

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

Unique reference number	EY400619
Local authority	Ealing
Inspection number	996955
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	32
Name of provider	Medcliffe Community Nursery Committee
Date of previous inspection	27/04/2010
Telephone number	0208 422 67 97

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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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