

Pride and Joy

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



Inspection date	22 September 2015
Previous inspection date	27 October 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Leaders and managers have not monitored provision closely enough to identify and address significant weaknesses in teaching and care practices. They have not acted decisively to tackle the areas for development identified in previous inspections.
- Safeguarding policies and procedures are not up to date or followed rigorously enough. For example, action is not taken promptly when children stop attending.
- The quality of teaching is too variable. Staff do not ensure planned activities meet children's individual needs and help all children to make good progress.
- Key person arrangements are not well established. Members of staff are not always assigned promptly to help children settle in or to ensure all children's learning and development needs are understood and met.
- Parents are not kept well informed about their children's progress. The nursery does not have strategies in place to involve parents in assessing how well their children are doing, particularly when staff carry out progress checks for two-year-old children.
- A system to keep track of children's progress is in its infancy. It does not enable leaders and managers to identify whether gaps for individuals or for group of children are closing and to plan accordingly.

It has the following strengths

- Staff support children in their choice of playing indoors or outside during free-play periods. Children are keen to learn and are excited when staff help them to find the equipment they want, such as watering cans to water their vegetables.
- Children learn about healthy eating. They benefit from fresh and nutritious meals and snacks prepared in the nursery.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure safeguarding policies and procedures are up to date and followed rigorously, including taking prompt action when children stop attending 	20/11/2015
<ul style="list-style-type: none"> ■ ensure that a key person is assigned to each child to settle them well and ensure learning and care is tailored to their individual needs 	20/11/2015
<ul style="list-style-type: none"> ■ improve the quality of teaching by helping staff to identify children's next steps accurately and use this information to plan and provide appropriate learning opportunities for all, indoors and outside 	20/11/2015
<ul style="list-style-type: none"> ■ improve the quality of practice by ensuring that staff's professional development needs are met through ongoing supervision, support and training. 	20/11/2015

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

- monitor planning and assessment effectively so leaders and managers have a clear overview of the achievement of individual children and different groups of children
- consider different ways to keep parents informed about their child's progress, involve them in the assessment process and help them to support children's learning at home.

Inspection activities

- The inspector observed activities indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out two joint observations with the manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector held discussions with the manager and providers of the nursery.
- The inspector spoke with parents and took their views into account.

Inspector

Christine Davies HMI

Inspection findings

Effectiveness of the leadership and management is inadequate

The providers have made too little progress to improve practice following the last two inspections. This results in some requirements not being met. Monitoring, supervision and appraisal procedures have not resulted in effective staff development. Training for staff and managers meets welfare requirements but has not focussed adequately on improving the quality of teaching. The providers have not monitored provision sufficiently well to ensure children develop a good range of skills. Safeguarding arrangements are not effective. Staff do not always act promptly to follow up concerns as they arise. The providers have not ensured staff find out the whereabouts of children who stop attending. The providers follow safe recruitment procedures including carrying out checks with former employers and with the Disclosure and Barring Service. However, until very recently, they did not secure a suitably experienced workforce. The newly appointed manager has begun to carry out a rigorous review of provision. The manager is implementing a detailed improvement plan although it is too soon to see widespread impact.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is too variable. Staff do not have secure knowledge about how to promote children's learning. They do not always use their observations effectively to plan what children need to learn next, particularly for children with additional needs. Staff organise the environment to ensure children have access to the seven areas of learning and can make choices in their play. However, staff are often unsure what children can achieve from the activities they provide. They have unrealistic expectations of what the youngest children can learn from the resources offered. Resources in the baby area lack variety and give babies little opportunity to explore using their senses. Toddlers and pre-school children enjoy playing outside in all weathers and enthusiastically jump in puddles and feel the rain fall on their faces. They enjoy playing with sand and rolling the play dough they have made. However, staff do not make the most of these opportunities to extend learning by, for example, supporting children's language, communication or mathematical skills. They do not always make use of what they observe during activities to reshape their plans and ensure children remain engaged. Recently introduced circle times in small groups are beginning to support children's communication and language skills.

Personal development, behaviour and welfare are inadequate

Children are not all assigned a key person when they first start at the setting or when there is a change of staff. They do not have the opportunity to form secure attachments. This has an impact on how individual care and learning needs are met. Staff are not always vigilant enough to ensure children are kept safe and their welfare is promoted. During the inspection, instances were observed of children settling in who did not receive help or comfort from their key person when they were upset. Staff do not find out enough from parents about children's routines, needs and abilities when they start at the setting. Staff build positive relationships with parents over time, through daily handover discussions. However, parents are not sufficiently involved in sharing information about their child's learning at home. For example, very few parents attend the parents' evenings

for more in-depth exchanges. The manager models positive interaction with children and is putting new routines in place. This is bringing some improvement in children's social and emotional development and independent self-help skills. Children generally respond positively to adult guidance and behave well. Many areas of the nursery are shared between the different age groups so babies become familiar with different children and staff and they transfer smoothly within the setting. At lunchtime children are learning to take turns to serve themselves. Some older children help new children by passing cutlery and cups. However, provision is not always tailored for children with additional needs. They are not supported to join in so they miss out on this positive learning.

Outcomes for children are inadequate

Children are not all making enough progress. Too few are working within the range of development that is typical for their age. Too many children are ill-prepared to thrive in school or the next stage in their learning when they leave the setting. Gaps widen for children with additional needs. Staff carry out routine observations and assessments. However, the nursery makes no effective analysis of the information to help the nursery plan to close the gaps for individuals or groups of children.

Setting details

Unique reference number	118127
Local authority	Ealing
Inspection number	1027460
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	33
Name of provider	Pride and Joy Day Nursery Limited
Date of previous inspection	27 October 2014
Telephone number	020 8842 4244

Pride and Joy Day Nursery opened at the current site in 2001. The nursery operates within a converted hall and annex building. Children have access to an enclosed outdoor area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-years. The nursery supports children who speak English as an additional language, disabled children and those with special educational needs. The nursery employs nine staff to work with the children including the manager, six of whom hold appropriate early years qualifications. The nursery also employs a cook.

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