

# Northwick Park Day Nursery



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

<b>Inspection date</b>	10 June 2016
Previous inspection date	9 February 2016

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently provide activities that are tailored to children's individual needs or that motivate them to learn, particularly in the baby rooms. This prevents all children from making good enough progress in their learning and development.
- Staff do not always give children sufficient time to finish an activity at their own pace, before requiring them to move to the next routine or task. Moreover, at times, children in the baby rooms have to wait for long periods before having their meals, which hinders their level of enjoyment during these times.
- The manager is at the early stages of tracking the achievements of different groups of children to enable her to evaluate clearly their progress over time and address any learning needs.
- Self-evaluation processes are not always effective, particularly to identify all aspects of the provision that needs improvement and to address fully some areas of weakness from the previous inspection.

### It has the following strengths

- Partnerships with parents are positive. Staff work closely with them and share information effectively, to provide a shared approach to children's care.
- Staff support children's good health positively. For example, they offer daily access to the outdoors, teach children about healthy foods and encourage good hygiene practices.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ ensure all staff provide interesting and challenging activities, and consistently engage and interact with children to help them move forward in their learning. | 10/07/2016      |

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

- review the organisation of some routines, particularly so children have enough time to finish their chosen activities and to reduce waiting times between care routines, to meet individual needs
- embed fully all processes for monitoring children's progress, particularly for different groups of children, to evaluate and address their learning over time
- make better use of self-evaluation to identify and quickly target all weaknesses in practice, to improve outcomes for all children.

### Inspection activities

- The inspector observed activities indoors and in the garden.
- The inspector sampled observations, planning, assessments and children's registration records.
- The inspector held conversations with the manager, staff, some parents and children during the inspection.
- The inspector checked records of staff suitability checks and qualifications, and the provider's policies and procedures.
- The inspector completed a joint observation with the manager.

### Inspector

Nataliia Moroz

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The manager maintains rigorous recruitment procedures to ensure staff are suitable. All staff understand their responsibility to protect children. The manager ensures that staff attend appropriate training to help with improvements. For example, the key person system is now established and all parents are aware of their children's key person. Despite this, the monitoring of staff performance is not always thorough, particularly to help improve the quality of interaction with children. Staff and the manager review children's individual progress, although processes to monitor the achievements of some groups of children are still developing. Although the manager has improvement plans in place and knows how to move her setting forward, she has not fully met one of the previous actions from the last inspection.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is not always good. Although older children benefit from interesting and challenging activities, staff in the baby unit do not consistently provide these experiences, which hinders the continuity in children's learning. For example, often babies do not have enough activities to interest them, and staff do not interact to support their emerging communication skills. However, pre-school children express themselves clearly and are able to follow instructions. They benefit from real-life experiences, such as learning how to prepare vegetables to make soup. Staff in the toddler rooms help children to extend their vocabulary. For example, while children wash their dolls and play with balls, staff demonstrate and repeat new words for children to hear.

### **Personal development, behaviour and welfare require improvement**

Staff work with parents to help children settle and to form secure attachments, which suitably supports their physical and emotional well-being. Staff act as positive role models. Children begin to understand some boundaries, learn to share, take turns and respect others. Staff use appropriate praise and encouragement, and children learn about diversity in society, for example, through exploring posters, books and resources around the nursery. However, occasionally, staff do not organise some daily routines well, which leads to some children becoming unsettled at times. For example, children in the baby room wait for long periods while their food is being served.

### **Outcomes for children require improvement**

Most children are gaining the necessary skills for the next stages of learning, including school. For example, older children learn to recognise their name, and make links between letters and sounds. However, due to inconsistencies in the quality of teaching and learning, some children lack opportunities to make the progress that they should.

## Setting details

<b>Unique reference number</b>	EY305606
<b>Local authority</b>	Brent
<b>Inspection number</b>	1040259
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	140
<b>Number of children on roll</b>	185
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	9 February 2016
<b>Telephone number</b>	0203 780 3035

Northwick Park Day Nursery registered in 2005. The setting is located within the grounds of Northwick Park Hospital. The nursery is open each weekday from 7.15am to 6pm, for 51 weeks of the year. The provider employs 67 members of staff, of whom 52 hold relevant childcare qualifications at level 2 and above. Two members of staff have achieved qualified teacher status and the manager holds a relevant Master's degree.

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.

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