

Northwood Club V & Nursery



Riverside Health & Raquets Club, 18 Ducks Hill Road, Northwood, Middlesex, HA6 2DR

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| Inspection date | 25 July 2016 |
| Previous inspection date | 6 June 2013 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| 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:

- The manager does not always use effective systems of supervision to monitor staff practice or provide good support to raise the quality of teaching.
- Staff have not completed the required progress checks for children aged between two and three years and shared these with parents.
- The quality of teaching is variable. For example, staff do not always make accurate observations to assess children's progress, identify their next steps for learning and plan their progression.
- Staff do not always make the best use of resources or challenge children consistently to make good progress in their learning.
- The system for self-evaluation is not fully effective in identifying and addressing weaker areas of practice to improve outcomes for children.

It has the following strengths

- Children are happy at the nursery. Staff are kind and caring. Children benefit from the positive way staff care for them and help them to feel safe.
- Children are encouraged to lead healthy lifestyles. For example, through the provision of healthy snacks and drinks, and opportunities to play and exercise in the fresh air.
- Staff have sound relationships with parents. There are daily opportunities to share information about the children's day, to help meet their individual care needs well. Parents comment that they are happy with the care their children receive.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ strengthen systems to support and monitor staff practice and provide them with professional development opportunities, including appropriate training, to help them to deliver good-quality teaching and learning experiences for all children | 22/08/2016 |
| <ul style="list-style-type: none"> ■ ensure that the progress check for children aged between two and three years is completed and shared with parents | 22/08/2016 |
| <ul style="list-style-type: none"> ■ improve the quality of teaching, including the use of observation and assessments, to ensure children receive consistent learning opportunities that engage, support and challenge them fully in their learning and development. | 22/08/2016 |

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

- improve self-evaluation processes to accurately assess and address weaknesses in practice and resources, to improve outcomes for children.

Inspection activities

- The inspector spent the majority of time observing the children in the nursery and in the garden.
- The inspector sampled children's information and development records.
- The inspector held discussions with the manager and staff.
- The inspector talked to parents to obtain their views about the nursery.
- The inspector completed a joint observation with the manager.

Inspector

Jennifer Devine

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager completes suitable recruitment and vetting procedures to ensure staff are suitably qualified to work with children. However, she has not fully developed a clear system to monitor their practice or support their professional development. Staff complete mandatory training, such as safeguarding and first aid, but have fewer opportunities to raise the quality of their teaching. The manager and staff meet most of the requirements. For example, they ensure there are sufficient staff to keep children safe and support their welfare. However the manager does not ensure staff complete the required progress checks or evaluate the provision effectively. Safeguarding is effective. Staff demonstrate a secure awareness of child protection issues and the procedures to follow should any welfare concerns arise. Staff have begun to build links with the local schools to support children when they move on in their learning.

Quality of teaching, learning and assessment requires improvement

Staff make some observations and assessments of children's development. However, staff do not always ensure these are accurate to fully support them in planning activities that meet children's individual needs in all areas of learning. Staff do not always interact well with children or challenge their learning, such as by encouraging their interests in sand or bricks. Despite this, children enjoy taking part in the available activities. For example, younger children are keen to explore, make marks and develop their pencil control. Older children use a variety of writing equipment and some learn to write their names.

Personal development, behaviour and welfare require improvement

Younger children are curious and enjoy playing outside. However, staff do not always ensure there are enough challenging toys and resources available. This sometimes leads to children wandering around and not always being fully engaged. Nevertheless, staff have a caring approach and are sensitive to children's individual needs. They provide clear rules and expectations for behaviour and teach children to share and take turns. Children learn to be independent in their personal routines. For example, they take themselves to the toilet and wash their hands independently at meal times. Older children confidently serve their own lunch, and learn to think about how much food is enough to eat.

Outcomes for children require improvement

Children make some progress in relation to their starting points. However, they do not always have enough challenge to extend their learning further and prepare them well for school. Nevertheless, children are active and develop good physical skills. For example, they enjoy climbing and learn how to move their bodies in different ways. Pre-school children communicate well and develop some understanding of mathematical concepts, such as counting and identifying shapes.

Setting details

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| Unique reference number | EY450894 |
| Local authority | Hillingdon |
| Inspection number | 1056654 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 71 |
| Number of children on roll | 150 |
| Name of registered person | Virgin Active Limited |
| Registered person unique reference number | RP900847 |
| Date of previous inspection | 6 June 2013 |
| Telephone number | 01923848000 |

Northwood Club V & Nursery registered in 2012. It operates in Northwood, in the London Borough of Hillingdon. The nursery is open each weekday from 7am to 7pm all year round, except for bank holidays. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It employs 23 staff; of whom, 16 hold appropriate early years qualifications. This includes one member of staff who holds early years professional status and one with a qualification at level 4.

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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