

# Melrose Tokyngton

St Michaels Church Hall, St Michaels Avenue, Wembley, London, HA9 6SL

<b>Inspection date</b>	15/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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

- The kind and compassionate staff have created an environment that is busy and interesting for the children. This means children have fun as they play and learn.
- The staff team are well deployed and as a result, children are totally secure and safe in the nursery.
- A strong partnership with parents supports children and means parents are fully included in their child's learning and development.
- The supportive management team is committed to continual improvement and regularly reviews practice in the nursery. Staff's performance is actively monitored.

### It is not yet outstanding because

- There are occasions when the nursery is very busy and feels chaotic as staff deployment is less effective.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager and the providers.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

## Inspector

Julie Biddle

## Full report

### Information about the setting

Melrose Tokyngton Nursery registered in 2013 and is one of four nurseries that are privately owned. It operates from premises at St Michaels Church Hall in Wembley in the London Borough of Brent. The premises consist of one large hall and all children share access to an outdoor play area. The nursery is open each weekday from 8am to 4pm during school term time and the half term holidays. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 40 children in the early years age range on roll. The nursery employs four staff who all hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- improve the deployment of staff to ensure they cater for children's needs fully effectively at the busier times of sessions.

### Inspection judgements

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

The children play and learn in an environment that is eventful and purposeful. The children evidently enjoy learning through play and are excited and enthused by their chosen or planned activities. For example, they have fun making clay for modelling. The staff use this activity to expand children's understanding of change and effect as they add glue to the cornflour. The children have fun as they use their hands to mix and knead the clay, talking about the squidgy, squashy material. The staff get to know the children well, which enables them to identify children's individual skills, likes and dislikes. As a result, children make good progress in their learning and development. The staff are secure in their role to observe and assess the children. They use this information, together with their thorough knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage to plan a broad range of challenging and exciting activities. In addition, the system of observation allows the staff to recognise the children's skills and potential next steps in their learning. This means children are able to reach their full potential. Staff fully support children as they make choices about their play. For example, an interest in space led to discussion about living on the moon and how you travel there. Staff support children's communication and language development very well throughout the day. Children enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes. There is lots of laughter as children

pretend to be popcorn popping in the pan. Staff respond to children's requests with enthusiasm. They are engaged in conversation by staff, who listen to their responses and ask open-ended questions to extend their thinking. For example, they talk about the car they are building, how fast the car will travel and ask if the car is big enough for passengers.

Staff provide an environment where resources and displays are labelled. This means children can start to make links between words and objects. Samples of children's creative work is on display, which enables children to gain a sense of pride in their own work. Resources for writing and making marks are evident indoors to enable children to develop their early writing skills. This supports children's developing literacy skills in readiness for the next stage in their learning, such as school. The setting is committed to working in partnership with parents. Staff understand the importance of developing these positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents complete detailed documents which share their child's skills and development with their child's key person when they start in the setting. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points. Verbal feedback is shared with parents about their child's care routines and the activities they have engaged in. Parents are actively encouraged to contribute information about their child's learning at home and provide up-to-date information on their child's interests. For example, parents are asked to complete paper work entitled, 'My family have noticed that I am good at...' This enables parents to be fully included in their child's care, learning and development. Summaries of each child's learning and development are shared with parents, and thorough progress checks for two-year-old children are in place to complete with parents when their child reaches the appropriate age range.

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

There is an effective key-person system in place which supports children in forming positive attachments and relationships with staff. Children enjoy lots of cuddles and affection from the staff, further supporting the bonds between them. Settling-in visits are flexible to take into account the individual needs of each child and, as a result, children settle well and their physical and emotional needs are met. In addition, staff complete home visits which further assist staff to help children and their families to enjoy their time in the setting. Staff use the home visits well, for example to plan to include the children's favorite toys on the day they start in the setting.

Children are fully prepared and settle well into the nursery environment because staff make sure they are confident and ready socially. All children display confidence in their surroundings and are eager to learn and play in this very welcoming provision. The stimulating indoor and outdoor environments enable children of all ages to freely select a wide range of resources to support their play and learning. A spacious, well organised room means children have the space to move around freely as they make independent choices about play. However, there are times during the day when the staff are less organised and not deployed fully effectively, which means children can become restless.

Children behave well because the staff consistently role model respectful relationships and good behaviour, encouraging the children to be kind to one another, share and use good manners. Physical skills are well promoted as children have daily access to the outside area. Here, they take risks safely as staff encourage them to challenge themselves, for example, as they balance on logs. Children thoroughly enjoy their time in the outdoor environment. They develop their imagination as they pretend to be builders digging and building in the sand, wearing high visibility jackets and hard hats. Staff use the time in the outdoor area to support children's understanding of safety. They gently remind children to walk to the outdoor area and to beware of their surroundings.

Snacks and meals are well balanced and nutritious and all dietary needs are catered for. Mealtimes are social occasions and children are encouraged to use good manners and their cutlery appropriately, supported by staff according to their needs. Hygiene is well promoted through established routines and responding to children's individual care needs. For example, nappy changes take place at regular intervals throughout the day and staff often check children to see if this needs to be increased. Children are helped with toilet training when they are ready for this new stage of development and older children are able to freely access the bathroom whenever they choose. In addition, staff use a rota system to ensure they carry out their responsibilities to keep the nursery clean at all times. This means children play and learn in a safe clean environment.

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

The management team have a good understanding of their roles and responsibilities in ensuring that the setting is effectively organised and the requirements of the Early Years Foundation Stage are effectively implemented. Comprehensive policies and procedures, risk assessments and safety measures are all in place to help ensure that risks and hazards to children are minimised. Detailed accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Safety and security are given high priority. For example, staff and management ensure that only authorised persons have access to the setting and that regular fire evacuation practices take place. Fire exits are clearly labeled and emergency exits are clear. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns. The written safeguarding policy contains detailed information and a clear reminder of the procedures to follow where there are identified concerns. Parents are made aware of all policies and procedures when first joining the nursery.

A thorough recruitment and induction process ensures that new staff are suitable and fully understand their role and responsibilities. All staff contribute to the established appraisal process which is used well to highlight training and development needs. Evaluation of the strengths and areas for development is ongoing and is fully reflective of the nursery and its current situation. Systems are in place to monitor children's observation and assessment files to ensure these are up to date and that any gaps in learning or the

provision are identified and addressed swiftly. The manager observes staff practice and checks that planning is broad and balanced, meeting the individual needs of the children attending.

Partnerships with parents are very good and those spoken to speak highly of the staff who care for their children, and the progress their child is making in their learning and development. Verbal information is shared with parents and termly progress updates ensure parents are fully involved in the care and learning of their child. As a result, staff promote consistency in children's care and learning, and work in partnership with parents to support changes in children's care needs, such as toilet training. Parents receive newsletters to ensure they are fully informed about any changes or events in the nursery. Effective partnerships with external agencies are well established and contribute securely to meeting children's needs. Professionals, such as speech and language therapists who are supporting children who attend the setting, are welcome and staff work with them to promote and support the child's identified needs.

### **The Childcare Register**

The requirements for the compulsory 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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	EY468400
<b>Local authority</b>	Brent
<b>Inspection number</b>	975404
<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>	42
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Melrose Tokyngton
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 9046092

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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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