

Palm Tree Day Nursery

1 Imperial Drive, HARROW, Middlesex, HA2 7BP

Inspection date

Previous inspection date

03/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children demonstrate high levels of independence for their age because staff have high expectations and give them every opportunity to do things for themselves. Children develop a positive attitude to managing their personal care.
- Children's communication and language skills are promoted through good opportunities, for example singing and story sessions. Children's speaking and listening skills are developing and all children are making good progress, including those children who learn English as an additional language.
- Staff monitor and evaluate the observations and planning of activities to ensure that children's individual needs are met and all areas of learning are equally promoted.
- There are warm, caring relationships between staff and children which enable children to be confident in their play as they feel secure and happy.

It is not yet outstanding because

- Staff do not extend all possible ways to encourage parents to consistently share information on their children's learning and achievements at home
- The processes for self-evaluation have led to useful improvements but do not fully consider the views of all parents to drive the best possible improvement.
- Staff do not always encourage children to fully develop their understanding of the links between physical exercise and healthy lifestyles.

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 activities in both playrooms inside and outside.
- The inspector held discussions with the manager/registered person, staff and took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector tracked two children, spoke to their key person, observed them in play and reviewed their assessment records.
- The inspector reviewed a selection of policies and procedures, staff suitability records, registers and self-evaluation records.

Inspector

Caroline Chalke

Full report

Information about the setting

Palm Tree Day Nursery registered in June 2013. This private provision operates in the converted ground floor of a 1930s style house in a residential area of North Harrow, London Borough of Harrow, close to North Harrow station. The nursery is accessed by 5 steps from the pavement. The nursery has two play rooms, a kitchen, toilets, nappy changing facilities and an enclosed area outside. All children have access to the garden area daily. The nursery opens five days a week from 8am to 6pm. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and the Childcare Register. There are currently 10 children on roll. The setting receives funding for provision of free early education for three and four year olds. It supports a number of children who learn English as an additional language. Five staff work directly with the children. Four staff hold appropriate qualifications at National Vocational level 3.

What the setting needs to do to improve further

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

- maximise ways to engage all parents in their children's learning through providing further opportunities for them to share information about their children's achievements at home
- develop the self-evaluation process by more effectively using the views of parents to further enhance continuous improvements to the provision for children
- build on the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to physical exercise

Inspection judgements

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

The educational programme provides a range of stimulating experiences to enable all children, whatever their starting points, to make good progress in their learning. Staff are knowledgeable about the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and understand how children learn through play. The quality of teaching is good because staff understand that every child is an individual and they are effective in ensuring that all children are supported in their learning and development. Staff know their children well, using information gained from

regular observations and making accurate assessments of children's progress, and to meet children's interests. Staff plan activities to challenge and progress the children to the next step in their learning. Children show confidence in choosing resources to support their play and staff teach new skills to the children. For example, when children choose to cut up a real potato during their play in the role play area, key persons support the child, asking "what equipment might we need?" Staff encourage children to solve problems for themselves. For example, when a knife does not cut well, staff ask "what do we need, why will it not work?". Staff then give children time to consider before choosing another knife which cuts. This means that children are able to solve simple problems for themselves.

Physical development is promoted through play outside, children engage in throwing, catching and kicking a ball, climbing, pedalling bikes, digging in the soil. Children develop their small muscle skills, for example as they become engrossed in picking up marbles with tongs and dropping them into a container as they count them.

Children's communication and language development is supported well. Staff are skilled at extending children's language as they listen and talk as children play. Staff encourage children to talk about what they see, hear and feel as they dig in the sand tray outside. Children who learn English as an additional language make good progress because staff find out key words in their home language and relevant pictures and words are displayed around the nursery. Staff introduce new words to extend children's vocabulary so that children use a wide range of words.

Staff adapt their interactions well to ensure each child is included and able to participate at their own level. During a singing session staff use props to support singing a rhyme and counting, children join in eagerly and are keen to use the props to support counting. Staff use songs with hand gestures to support children's understanding of the words. Children have opportunities to develop skills to support their move to school. For example, children begin to recognise letters and their name in the environment as they find their name label and coat peg.

A range of opportunities are provided to engage parents in their children's learning, and to share information about the child's learning at home. This includes the "all about me" record which is shared between the key person and parent when the child starts at the nursery, noting child's likes and dislikes, interests, and stage of development. The key person provides daily feedback to parents on their child's day. Children's learning journey documents are shared regularly with parents and parents can contribute to this record. This sharing of information enables the key person to plan to meet each individual child's needs, and to ensure all children are making good progress. Opportunities are available for parents to contribute to learning journey records and discuss their child's progress with the key person. However this is not always fully embedded in practice to encourage all parents to share what their child has been doing at home. This means that staff do not follow up all opportunities for shared learning.

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

Staff are friendly and welcoming and children's well-being is promoted. Children are happy and settled at the nursery, their personal, social and emotional needs are met well. For example time is taken to find out each child's interests, and what helps them to feel secure. Children know who their key person is and make secure attachments; they know who to go to for support.

The staff make the settling in process effective by gathering detailed information from parents about children's routines and particular needs. The settling in process is planned to meet individual children's needs. For example parents stay and join in play alongside their child until the child is happy for the parent to leave. The key person offers reassurance to children and parents, which strengthens relationships and partnership working.

Children's independence is promoted through care routines. Staff provide sensitive support and encourage children to blow their own nose and dispose of tissue, wash their own hands, putting on their own coats, hanging up their coats. Staff know when to step in and support and allow time for children to complete tasks themselves. Children know what to do and are confident in using these skills independently. This means that staff prepare the children well for their moves in the nursery and are beginning to prepare children for the next move to school.

Children develop an understanding of healthy lifestyles. This is supported through activities including a matching game with pictures of fruit, displays promoting healthy eating, food provided in role play area. Staff talk to children about the foods provided at snack and during role play ask "what healthy foods shall we cook?" Children have access to fresh air and physical exercise daily in the garden. However, staff do not always take opportunities to discuss the reasons for exercise and how it supports children's health. This means that children do not always link physical exercise and their well-being.

Children's behaviour is good and staff deal with any issues using a range of techniques including distraction and discussion, when dealing with behaviour issues. Children are encouraged to work together and play co operatively; taking turns using the tongs and counting together. They are reminded to listen to each other, and to share. Children are reminded to follow simple rules and are questioned to extend their understanding. For example a child is asked "why do we not walk round with the scissors?" she replies "might fall and get hurt' This shows that children are clearly aware of how to promote their own safety.

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

The provider understands her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework of the Early Years Foundation Stage. Children are safeguarded and their welfare is protected. For example, staff have a good knowledge and understanding of child protection issues as they attend safeguarding training.

Children's safety is of high priority in the nursery and staff closely supervise children to promote their safety.

The manager provides clear leadership to the staff team. This means all staff have a good understanding of their responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. This is reflected in practice as the team are fully focused on the needs of the children.

Thorough procedures are in place for recruiting and vetting of staff to ensure they are suitable and safe to work with children. Effective induction systems ensure staff are aware of their roles and responsibilities. The manager has implemented good systems to monitor staff performance through regular supervision and annual appraisal. This means she is supporting her staff team in their continuous professional development.

The manager actively monitors the delivery of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage to ensure all children are making good progress. For example the manager collates information from the staff in relation their key children's observations and assessments to ensure the educational programmes meet their individual needs. This enables any gaps to be identified so improvements can be made. As a result all children are making good progress in their learning.

The manager has a clear vision for the nursery and a focus on continuous improvement. Strengths and weaknesses are recognised and plans are in place to meet areas identified for development. However, the self evaluation processes do not always consider the views of all parents to identify all possible areas for improvement.

Overall, positive partnerships between staff and parents ensure children's needs are met. Parents spoken to on the day of the inspection say they feel well informed and staff are friendly and approachable. Parents are provided with information of their child's progress, policies of the setting, and activities planned each week. The manager plans to make links with local schools to support effective partnership working to further support children's moves to school.

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
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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

Unique reference number	EY459553
Local authority	Harrow
Inspection number	924724
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	10
Name of provider	Rukaia Al-Musawi
Date of previous inspection	not applicable
Telephone number	07564 416666

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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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