

Ghanshyam Nursery School

S K S S Temple, Westfield Lane, HARROW, Middlesex, HA3 9EA

Inspection date	19/08/2013
Previous inspection date	15/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff respect and value the children and have good relationships with them.
- Children are safe and secure in the nursery and staff support them to understand about keeping safe.
- Staff know the children very well and consequently plan effectively for their individual learning needs. As a result children make good progress in their development.
- Partnership working with other professionals is well established and supportive to children and families.

It is not yet outstanding because

- The nursery does not always make sure parents receive good information about changes taking place within the building that may have an impact on their children.

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.

Inspection activities

- The inspector completed observations of children at play in the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the manager about the running of the setting.
- The Inspector discussed roles and responsibilities with staff.
- The inspector completed a joint observation with the manager.

Inspector

Julie Biddle

Full Report

Information about the setting

Ghanshyam Nursery School is owned by a private provider. It registered in 2010 under the existing management, although it has been in operation since 2003. It operates from a purpose-built building within the grounds of the Swaminarayan Temple, Kenton in the London Borough of Harrow. Children have access to a enclosed outdoor play area. There are currently 64 children in the early years age group on roll. The nursery is open each weekday from 8am to 5pm for 51 weeks of the year. The nursery is registered on the Early Years Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 staff including the manager. All hold appropriate early years qualifications. The nursery also employs two cooks.

What the setting needs to do to improve further

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

- improve the communication with parents during periods of change to keep them fully informed about any potential impact on their children's welfare, learning and development.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's interests. For example, an interest in cars led to children and staff using the computer to look at different cars. The children talked about colours and how fast cars go. Staff skilfully linked this to discussions about safety in the car and the reason why it is important to wear seat belts. As a result of staff interaction and children taking the lead in their learning they are excited by, and enjoy, their learning.

The observation and assessment systems enable staff to track the progress of the children and as a consequence plan challenging and fun activities for them. The assessments demonstrate how the children continue to make good progress in their learning and development. The staff complete the required progress check for two-year-olds, which is shared with parents so they are aware of the progress their children make. Parents are encouraged to contribute towards their child's assessments through discussions with staff. Key persons are involved in the registration and settling-in process for children. This

means that those working most closely with the children know them well and acquire important information about their individual needs. In addition home visits further support the staff to plan for each child when they start in the nursery. This enables parents to be fully involved so that they are able to help support children's learning at home. Where staff identify children as requiring additional support staff work with parents and, where necessary, other professionals, to ensure each child's individual needs are met. Staff support children's learning and development throughout their play. They extend their learning through skilful and sensitive use of questions to make children think and provide them with space or time to explore their own learning independently. For example, a trip to a farm inspired the children to use animals and figures imaginatively to make a farm. The support from staff enabled the children to take the activity in all directions, resulting in the children washing the animals. They confidently tell the staff why they need to wash the animals. Consequently, children are learning to make independent decisions, become absorbed in their activities and begin to develop good concentration skills.

The staff group are a strong team who work together well, as a result children are safe and secure in the nursery. Children successfully attempt to write their names and recognise letters. Children see that writing has meaning from the labels around the room. There are resources to reflect the languages spoken by children at home. These activities support children's early language development. Children enjoy listening to stories and staff enhance this activity by using props so that children are fully engrossed in the story and develop good literacy skills. Opportunities for children to be active and develop their physical skills are provided in all weathers. They enjoy the opportunity to be outside in the fresh air. They understand the importance of wearing sun hats and using sun protection. They climb steps and run across the bridge and laugh as they whizz down the slide.

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

The key person system is effective and sensitive to the needs of all children and, as a result, secure attachments are formed, which promote a good level of well-being. Children demonstrate high levels of confidence and self-esteem as they move freely around the nursery, cooperate with their friends and are keen to share their activities with staff. They enthusiastically help to tidy away, which shows they are displaying a good awareness of responsibility within the nursery. Children's behaviour is very good and their sense of belonging is demonstrated by their familiarity in routines. The strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care.

Children begin to develop good self-help skills, such as serving themselves at snack and mealtimes. They have use of small bowls and ladles which supports this skill. They have healthy choices at mealtimes as they enjoy fresh fruit and freshly cooked food that effectively meets their dietary needs. They energetically join in with physical exercise, such as when playing outside. This provides children with firm foundations for developing a healthy lifestyle. The well-resourced environment and knowledgeable staff support children's development well and this promotes their growing independence skills. This is especially important as children become older and prepare to move on to school. The well-

organised support provided by staff at this time means that children are able to have a positive transition.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and as a result, all of the legally required documents, policies and procedures are in place. This contributes to the safety and welfare of the children. This inspection was brought forward due to concerns about children's safety in the garden and the limited information provided for parents about the ongoing building work. The manager and staff have made several changes in the nursery to keep children safe and make sure they have sufficient space to play in. For example by moving the lock on the main door and changing lunchtime arrangements for the older children so they can eat in comfort and not have to come to the ground floor. In addition, the manager has arranged for the machinery used during the building work to be silent during the children's sleep and rest period. These changes enable staff to consistently meet the children's needs during the building work. The manager and staff have made the garden area safe for the children. They carefully plan the time children are in the garden so they all have space for their outdoor experiences. The manager has kept parents informed of the changes taking place in the nursery, mainly through the use of newsletters. However, not all parents/carers understand and are aware of any potential impact there may be on the children's welfare and learning and development.

The manager has high aspirations for the nursery and works with the staff to develop this. The manager and the whole staff team identify priorities for improvement through a positive approach to self-evaluation. The system includes seeking the views of all those involved with the nursery, in order to identify all strengths and areas for improvement. For example, staff ask children what they like and what they would like to change. Children say they like dressing up and they would like to change the colour of the nursery t-shirt.

The manager monitors staff performance formally through appraisals and informally through observation of practice, and discussion. Staff meetings and supervision are organised so that the staff are able to check on the progress children are making. Staff feel supported and their professional development is considered so that it has a positive impact on the outcomes for children.

Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report any concerns appropriately to protect children. Staff complete risk assessments for the premises and for all outings, to help monitor and maintain children's safety. Staff have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage, which enables them to support children in making good progress in their learning. They maintain clear records of observations undertaken on each child, which they link to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked to monitor their progress.

Strong partnerships with parents contribute to a consistent approach to children's care and learning. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children. All children are valued and respected by the staff. Children are well prepared for the next stage in their learning and development as the nursery supports them in making the move to 'big school'. The nursery shares information with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development, and effectively promote continuity of care and learning.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY408297
Local authority	Harrow
Inspection number	927102
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	60
Name of provider	Ghanshyam Education Trust
Date of previous inspection	15/09/2010
Telephone number	02089099389

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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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