



Maria Grey Nursery School

Inspection report for early years provision

Unique Reference Number	511687
Inspection date	21 March 2006
Inspector	Shan Gwendoline Jones
Setting Address	18a Friars Stile Road, Richmond, Surrey, TW10 6NE
Telephone number	020 8940 4350
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Registered person	Maria Grey Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Marie Grey Nursery School opened in 1987. It operates from three playrooms and is on the ground floor of Field House, which is a former residential property in the grounds of the Vineyard Primary School in the London Borough of Richmond. A maximum of 30 children may attend the nursery school at any one time. The nursery school is open each weekday from 09:15 to 17:00, term time. All children share access to a secure enclosed outdoor play area.

Maria Grey Nursery School is registered as a charity, incorporated as a company limited by guarantee and managed by a committee of parents.

There are currently 70 children aged from 2 to under 6 years on roll. Of these, 40 children receive funding for nursery education. Children come from the local community. The nursery school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs nine staff; four of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

The nursery school receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's general health and wellbeing is fully assured by the clear and secure knowledge of first aid and emergency procedures. Children are protected from infection because staff follow appropriate hygiene procedures. All the procedures are correctly maintained and shared with parents. The records contain sufficient detail to enable staff to look after children's individual needs. For example, there is a very good system in place for staff to monitor and support children with special medical needs.

Staff promote healthy eating and, consequently, children learn that eating well is linked to staying well. Children sit together around tables at meals times and talk to each other and staff. This creates a relaxed and social atmosphere in which social skills and good manners are promoted. As older children help to lay the tables and serve themselves, their independence is also being encouraged.

Children enjoy building up their physical skills in the well equipped outdoor play area. They show good spatial awareness as they cycle along, avoiding obstacles. Suitable climbing apparatus is also available to challenge older and more able children. Children also have the opportunity to enjoy nature walks in their 'wild garden'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around freely in an environment that is free from obvious safety hazards. Children's safety is important to staff. Any potential dangers are identified and rectified as quickly as possible. High priority is given to making sure children will be safe in an emergency as the evacuation plan is practised regularly. Security of the premises is good, which also helps to protect children from possible harm. For example, all callers have to ring the doorbell to gain entry, and staff monitor who is arriving and leaving, locking and unlocking the gate to ensure a child cannot leave

unnoticed.

Children have access to a wide range of activities and good quality toys and equipment, which are appropriate to their age and development. They are safeguarded as staff check the toys and equipment on regular basis to reduce any hazards.

Children's safety in regard to child protection is secure. Staff have a sound knowledge and understanding of child protection issues and awareness of the signs and procedures to follow if there are concerns about a child. However, the child protection policy does not include how any allegations against a member of staff will be dealt with.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic and self assured in the setting's welcoming environment. Warm relationships are evident between staff and children. Children are having fun and enjoy their time in the nursery school because staff use a range of methods effectively.

Younger children are gaining self-confidence and trust through forming close relationships with each other, the small focus groups ensure that children are well supported by staff. The praise and positive reinforcement given to all children enables them to develop a sense of belonging and wellbeing. To further enhance the care given to younger children, staff team intends to gain knowledge of the Birth to three matters framework.

Nursery education

The quality of teaching is good. Staff plan a rich variety of activities and take special care to ensure they are appealing and challenging. Resources are of good quality and are organised well to encourage children's independence. Staff engage children in meaningful conversations and pose questions to extend their thinking. Large group and small group activities are presented in a lively and focussed way.

Staff have a good understanding of the Foundation Stage and how children learn. Detailed planning ensures that children benefit from a stimulating range of play opportunities. However, planning does not consistently include evaluation of the activities linked to children's individual progress in learning.

Children demonstrate good social and emotional development by their happiness, engagement with learning activities and their application of imagination in activities. They benefit from the positive interaction they receive from staff during free-play activities. At these times, their thoughts and ideas are extended by staff's useful questioning techniques and encouragement. Consequently, children learn to develop their own imaginative ideas in their play. They use their imagination well; for example, a child explained her painting to a member of staff stating "It has a red cloud with a crocodile on a hill.' She expressed her ideas with enthusiasm as the story developed.

Children's vocabulary is well developed and extended as all staff are skilled in asking questions to make children think and respond appropriately. They also link sounds with letters to extend children's understanding of how words are formed. Some children are able to accurately spell words, for example 'J is for jail'. They also have good opportunities for mark making and many children are able to write their own names and simple words.

Children display a high level of involvement in activities. They have good opportunities to extend and consolidate their learning through the good quality practical activities, which are suitable for their age and geared to their individual interests. Children are excited, motivated and highly involved in a variety of games. For example, they merrily play games in groups, organising obstacle courses with wooden planks and cones during outdoor play.

Helping children make a positive contribution

The provision is good.

Equality for all is encouraged very well as children are helped to understand each other's needs and treat everyone with respect. They develop positive self-esteem and confidence as they voice their opinions and make choices and decisions in their daily routine.

Children's behaviour is good because they are engaged in meaningful play. Age-appropriate and positive strategies are used to manage any difficulties that may arise. Staff are consistent in their application of the rules for the nursery and, consequently, children learn the boundaries of acceptable behaviour in ways they understand. Consideration for others and the reinforcement of good manners helps to create a harmonious atmosphere.

Children with special educational needs receive very good support. Their individual needs are well met through staff's sound knowledge of their routines, likes, dislikes and means of communication. Staff work closely with parents and outside professionals to support their individual needs.

Children are developing an understanding of how others live in the wider community as they acknowledge a variety of cultural and religious festivals, such as Epiphany and American Independence day. Children with special needs are fully included in the daily activities of the nursery. Staff seek support from other sources to ensure a child's best interests are maintained. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children benefit from friendly informal relationships between staff and parents, which is enhanced by the implementation of an effective key worker system. Staff have established effective communications with parents, both verbal and written. Parents can discuss their child's progress with the key worker at any time and formal meetings are also arranged. Parents receive very good detailed information about the nursery school and the service it provides; this includes the prospectus and copies of the nursery's policies and procedures. Parents spoken to at the time of the inspection speak very highly of the setting.

Organisation

The organisation is good.

The leadership and management of the setting are good. The manager and staff work well together as a team; consequently, this is reflected in the good practice which results in children being very happy and contented in the nursery school. Staff have a clear understanding of their roles and responsibilities within the nursery. The deployment of staff is good, ensuring all children are secure and happily engaged in activities. The organisation of the nursery school allows children space to explore and pursue their interests in safety. Toys and resources are easily accessible to help children to choose for themselves; as a result, children are developing their independence.

The nursery school offers children a well resourced and well maintained environment. The manager leads committed staff and they have a team approach to all aspects of the curriculum. They take up a range of training opportunities and networking opportunities, for example 'extending able children' and 'making it better for boys'. Good support is given to staff, both informally on a daily basis and formally through staff appraisals and meetings. They ensure that all children are happily engaged in purposeful activities. As a result, the setting meets the needs of the range of children for whom it provides.

Most of the required documentation is in place. As a result, children's care is enhanced by the efficient and effective documentation. This is discussed with parents to ensure that their child's individual care and developmental needs are met.

Improvements since the last inspection

Since the last care inspection documentation has improved, accident and medication forms have been revised to include all the essential details to ensure children's wellbeing. The nursery has extended the storage facilities, which further promotes children's independence and ease of access to the toys and resources.

Since the last nursery education inspection the gathering of information for children's individual assessments, and the methods used to share this information with parents has improved. This has further strengthened the partnership with parents and staff's knowledge of children's individual progress.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the child protection policy includes how any allegations against a member of staff will be dealt with.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the planning of activities, to clearly evaluate the outcomes linked to children's individual progress in learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk