



Warwick Day Nursery

Inspection report for early years provision

Unique Reference Number EY305992
Inspection date 03 May 2006
Inspector Catherine Greene

Setting Address Warwick Nursery, Cirencester Street, London, W2 5SR

Telephone number 020 7641 4361

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Registered person Westminster Childrens Society

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?

Warwick Day Nursery re-registered under a new provider Westminster Children's Society in 2005 although the nursery has been in existence for over 20 years. It operates from a purpose-built nursery building including five play rooms with access to the central garden. The baby room has its own separate garden. There is a kitchen, staff room, two offices, parents room and disabled toilet. The nursery serves the local community.

There are currently 47 children between nought and five years of age on roll; the nursery supports children with special needs and several children whose first language is not English. The nursery has a funded pre-school group of 33 three year olds and four year olds.

The nursery opens all year round from 08:00 until 18:00 with morning sessions and afternoon sessions. Children can attend on a full or part time basis.

Five members of staff, five nursery officers and three part-time assistants, work with the children; plus a manager, deputy manager, admin and domestic support. Over half of the staff group have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well through very good opportunities for physical exercise and activity outside in the garden. They enjoy playing with water and sand and have opportunities to climb, move under, over and through equipment. Children are using their bodies to explore space, weight and strength. They enjoy physical play on a daily basis. They develop large physical skills as they run, jump, climb on and off the swing and frame during play in the garden. They enjoy transporting each other around and chasing each other during a ring game and as they roll, throw and catch balls. Children enjoy gardening, planting herbs and spring bulbs in their own pots that can go with them when the garden is undergoing the imminent renovation. The outdoor curriculum is constantly being reviewed to ensure activities meet all areas of learning consistently throughout the year.

Children have many good opportunities to develop fine motor skills as they use equipment such as rolling pins, cutters and scissors for cutting, making shapes and sticking. They use pencils and scissors confidently and paint with various tools and brushes of different widths and sizes. They learn to dress independently, when, for example, putting on and taking off the dressing up clothes.

Children have access to regular drinks and enjoy healthy meals and snacks. They can help themselves to drinking water throughout the session. They have milk or water with their daily snack of fresh fruit and vegetables, which encourages their awareness of healthy eating. Lunches are prepared on site, staff work closely with the cook to monitor the menu and ensure that the meals provided are seasonal and nutritious. Staff liaise well with parents, ensuring that any children's special dietary requirements are appropriately met.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from the warm and welcoming way in which the staff greet them as they arrive. Children's art work and photographs are used to make the environment

interesting and welcoming. This contributes to the children's sense of self worth and a feeling of being valued.

Children's safety is given appropriate priority. However, they have not informed Ofsted of a significant event, when a child had an accident requiring hospital treatment. All visitors are monitored on and off of the premises through the use of the video entry system, they are also required to sign the visitors record book. Children are safeguarded through a variety of practical measures. These include maintaining risk assessment records and safety appliances that are regularly checked. These measures help to monitor the risk of any potential hazards.

Children are able to access the resources for themselves as they are displayed on low level storage shelves. Resources are grouped into learning areas and the comfortable book corners provide children with opportunities to use books independently and in comfort.

Children are further protected as staff have a good understanding of child protection issues, this includes local arrangements for the reporting of concerns. The policy clearly states staff's responsibility to protect children. Recruitment processes seek to employ only those adults who have been fully vetted and are deemed suitable to work with young children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure in the setting. They separate well from parents and carers and are pleased to see staff and their friends when they arrive at the setting. They enjoy a good range of well planned, interesting experiences and activities, such as weekly cooking, singing and creative play sessions. Children have access to a stimulating, well organised and child centred environment, where they can access play materials independently.

Babies who are new to the setting are settling in very well with close staff interaction that is warm and comforting. Children are stimulated and soon become involved in activities such as play dough, shape sorting and painting. Babies respond very well to the close contact and delight when a staff member sits on the carpet and reads them a story. Younger children are supported in their play by staff who know them very well, for example, children are engrossed in listening to a story in the book area. They sit close to a member of staff, who uses questions well to encourage their language and involves children by asking them to turn the pages. Young children's imagination is encouraged by a well equipped home corner with material, cups and saucers and dolls. Three children enjoy playing imaginary games and talking about their 'babies'. Training in guidance such as Birth to three matters will further improve the overall outcomes for children and build on staff confidence in planning and assessment.

Nursery Education:

The quality of teaching and learning is good. Most staff have a sound understanding

of the foundation stage demonstrated by their organisation and presentation of activities, experiences and play materials to the children. Children are supported well in their learning through good interaction with staff. Language, questioning and praise are used to encourage children's learning. Children's development is recorded adequately and used to identify when children need support.

Children socialise and work well together during activities, such as building with large wooden blocks and making various creations with play dough. Children help each other with tasks, for example, one child showing another how to put on the various accessories in the dressing up box. They are learning to express their feelings through discussion in the garden about why someone might not be kind and saying what they do and don't like to each other.

Children have good opportunities to recognise letters and their names through displays, books and their name labels on pegs. They talk about the letters in their names. Writing materials are easily accessible and well used by children who help themselves to pencils and paper and draw recognisable pictures. New words are introduced in familiar contexts, such as children learning names of animals in the small world activity. Books are easily accessible to children and they look at them independently. Children are learning about the format of books during discussion with staff who use every opportunity to encourage their enjoyment. They interact very well with each other and talk as they play. Children are gaining confidence in speaking in small groups, when talking during circle and story time.

Children use numbers confidently, for example, counting the number of children in a circle, and responding when a member of staff counts and says 'how many of you will I see sitting in the circle when I open my eyes?'. They have lots of opportunities to recognise numbers from displays, books, when matching figures to the corresponding number of cubes and discussion about less and more. Children learn simple mathematical concepts when singing number rhymes. They measure and pour through a variety of funnels in the imaginatively presented water tray.

Children have good opportunities to explore creative materials through painting, play dough and collage activities. They are able to construct with a range of equipment including a replica tool bench with real tools. They enjoy designing their own flower pots using re-cycled materials with glue and knitting wool to paint and decorate. They use their imagination when building with duplo/stickle bricks and talk about 'flying' and 'crashing'. Children have opportunities to enjoy music and singing daily. They sing as they march in time, using pretend drums to beat the rhythm. Children learn about colour and texture when making collage, painting and drawing around shapes.

Children are gaining understanding of the world around them as they observe the construction and heavy machinery in the development going on around the local area. Staff talk about a recent topics that children thoroughly enjoyed, they act out offices and travel agents in imaginary play and learn how to hold conversations on the phone. They learn about differences through celebrating festivals and having access to materials such as books, toys and puzzles that reflect diversity. Children have good opportunities to share their own lives through the children's profile books that include photographs and experiences from children's families and home life and contributions from parents.

Helping children make a positive contribution

The provision is good.

Children are developing lots of confidence and self-esteem. They are very happy because the staff know them extremely well and as a result they are able to meet their individual needs effectively. Staff have respect for children and as a result they respond to children's requests and give them good explanations to their questions.

Children have opportunities to find out about their own culture and the beliefs of other people as they learn about different festivals, and during story times. They have access to a very good range of toys and resources which promote equal opportunities, such as small world play equipment and books which promote disability positively. Children enjoy quiet and relaxing times as they listen to stories and they have very good opportunities to explore using their senses, for example smelling, feeling and listening. Children are learning to manage their own behaviour as staff provide consistent boundaries and they are very kind and considerate towards each other.

The named special educational needs coordinator has attended relevant training and she shares her knowledge with the staff team. Staff are able to identify concerns relating to children's development and they know the correct procedures to follow. Children benefit from the staff's enthusiasm to develop their skills.

Partnership with parents and carers is good. Children benefit from the good relationships between staff and parents. Parents have the opportunity to meet with staff to discuss their children's progress and they are given written information about the Foundation Stage Curriculum. Parents are welcomed into the group at any time and they play an active role, for example when celebrating festivals.

Overall children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Leadership and management is good. The newly appointed deputy manager is working very well with the manager and staff team. She has taken positive steps to develop leadership and management within the nursery, to enhance the care and learning for children. She is aware that further development is needed. For example she is involved in a focus group, to make sure rigorous systems are in place to monitor, assess and evaluate the quality of nursery education.

The premises are well organised. Indoor and outdoor space is set out to enable maximum play opportunities for children.

Over half the staff including the persons in charge hold recognised childcare qualifications. Staff are sufficiently deployed which means that children are adequately supported in activities and appropriate policies and procedures ensure children's safety. They receive good induction when joining the setting and are

encouraged to train and attend short courses to develop and enhance their knowledge and understanding of early years.

Un-vetted adults who may visit the setting do not have unsupervised contact with the children. There is an effective existing operational plan which is currently being reviewed to ensure that it includes the Westminster Children's Society ethos.

The nursery is benefiting from a supply of new equipment and resources, staff are closely consulted and play an important part in deciding what to buy. Staff keep up to date with developments in childcare and changes in legislation through good support from the local Early Years department. Regular staff meetings and staff appraisals are held. Staff have good access to training to increase and update their knowledge.

Written documentation is well organised, and used to ensure children's wellbeing. There are plans in place to review existing policies and procedures in line with new initiatives and to reflect changes in line with the new provider Westminster Children's Society. The period of transition following the new provider for the nursery has been met positively by the staff. They have worked very hard to minimise any disruption to the service and children's enjoyment of their nursery. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

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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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):

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters

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):

- continue to develop a consistent system for planning, ensuring that all staff are confident in assessing children's learning against the foundation stage.

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