



Asquith Nursery - Timbers

Inspection report for early years provision

Unique Reference Number	EY286439
Inspection date	13 September 2006
Inspector	Maureen Croxford
Setting Address	7 College Hill, Haslemere, Surrey, GU27 2JH
Telephone number	01428 645001
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Registered person	Asquith Court Nurseries Limited
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?

Asquith Nursery - Timbers opened in 1995. It is one of a group of nurseries owned by Asquith Court Nurseries Ltd. It operates from a Victorian building in Haslemere and is close to local amenities. Children are accommodated in age related rooms on the ground and first floors. They have access to a secure, enclosed garden with a separate area for babies. The pre-school and nursery serves the local area and surrounding villages. Meals are prepared on site.

The provision is registered to provide care for 77 children from three months to under five years of age at any one time. There are currently 89 children from five months to three years on roll. This includes 31 funded three year olds. There are no funded 4 year olds attending at this time. Children attend for a variety of sessions. The nursery has procedures in place for children with learning difficulties, physical disabilities and those who speak English as an additional language. Timbers opens five days a week for 51 weeks of the year. Opening hours

are from 08.00 until 18.00. There are 11 members of staff working with the children of whom 8 hold an early years qualification. One member of staff is currently on a training programme. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a very welcoming environment, which helps to ensure their well being and comfort. Parents and children are made to feel very welcome as staff greet them and work hard to make the children feel valued. They display the children's artwork attractively around the nursery and children proudly tell the inspector about their pictures.

Staff are active in promoting the good health of children and take positive steps to prevent the spread of infection, for example, encouraging hand washing before meals. Older children understand the importance of following good hygiene routines. They tell the inspector that they must wash their hands to make sure the germs that cannot be seen, do not get in their tummies. Staff ensure that children are protected as they keep the resources clean and use anti-bacterial sprays to clean surfaces such as changing mats. They encourage children to become fully independent in self-care skills, for example, selecting their own resources, serving their own drinks and meals and taking themselves to the toilet.

Children enjoy regular physical exercise and are learning about the importance of activity in a healthy lifestyle. They join in free-play and well organised, challenging activities, such as outdoor games. They are developing good spatial awareness and move around the provision, both inside and outside safely. Staff plan regular sessions for all children to experience play in the garden areas. They remind children to make sure that they have enough space in which to move without hurting anyone, for example when using the slide, the climbing frame and when riding sit-and-ride toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises offer plenty of space and have access to the necessary facilities, both inside and outdoors, for the very wide range of activities provided for the children. Staff organise the space very well and provide an excellent range of safe, low level storage, which allows children to access their own resources easily, throughout the nursery. Children are very confident and secure in the stimulating environment.

The provision has a range of very safe, good quality furniture, equipment and toys that meet the needs of all children. This includes child-sized tables, chairs and soft furnishings for all age groups. The wide range of resources provides a well-balanced range of activities that helps to promote children's learning in all areas. Children are able to extend their activities for themselves, as they are able to access their own resources easily. They are able to move freely, safely and confidently between areas in the base rooms, and staff are able to observe them at all times.

Staff are guided by an agreed set of health and safety policies and procedures which they understand and implement, to ensure that children thrive and learn in safety. They carry out regular clear risk assessments to ensure that all equipment is safe and used appropriately. However, the seating in the babies' room is situated under a windowsill with electrical equipment positioned above it, with cables hanging down within the reach of the children. The provision has very secure systems in place to assure the safe arrival and collection of children. Staff monitor access to the provision.

Children are well protected as the provision has a child protection officer in place and staff have received training in child protection issues. Staff have a clear understanding of their responsibilities and the procedures to follow if they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a very good understanding of child development which ensures the exciting range of activities and experiences provided are suitable for all children within the setting. This enables children to develop their skills and self-esteem. Staff use the Birth to Three Matters framework effectively when planning activities for younger children.

Children build secure relationships with adults and their peers, and benefit from staff sharing their play. They also benefit from consistent routines between home and the provision, which helps to secure the children's sense of belonging and emotional well-being.

All children learn to be creative by using their senses to explore a range of textures and media, such as paint, dough, sand and water. They are becoming competent learners as they sing simple rhymes and songs, build models, explore their surroundings and complete simple puzzles.

Staff gain good information from the observations they make of the children enjoying their activities and play. They evaluate and use these to develop individual learning plans for all children.

Nursery Education.

The quality of the teaching is good. Children are making good progress towards the early learning goals and are involved in a range of activities and experiences covering all areas of learning. Staff have a secure knowledge of the Foundation Stage. They plan a variety of practical activities, both in and out of doors, and understand what children learn from them.

Staff monitor and record children's progress. They make regular observations of the children and their achievements, and use the children's records to plan the next steps in children's learning. Procedures are in place to support children with physical disabilities, individual learning difficulties and for whom English is an additional language. Evidence shows that staff would work closely with parents and outside agencies if required, and activities and experiences would be adapted to enable all children to be involved.

Children play very well together and develop good relationships with staff and their peers. They co-operate with each other when playing in the home corner, listening to and valuing each other's ideas. For example, two three-year-old children decide they need a recipe book to help them make cakes. They find two suitable books in the book area and take them back to the home corner discussing the cakes they intend bake. Children are excited and interested in their activities and show good levels of concentration. All resources are very easily available to children, which enables them to make choices about their play.

Staff value what children say and do and encourage children to listen to others. Children practise early reading and writing skills using different forms of media including chalk, crayons, paints and sand. They attempt to write for a variety of purposes, for example drawing letters and numbers on the outside paved area. They have access to a broad range of books, both fiction and reference, and relate well to the stories read by staff. This helps to develop their understanding of the meaning and sound of words. Children are beginning to understand that print carries meaning and enjoy looking at books.

Some children count confidently and use number names in familiar contexts, for example, when playing the spider game they count the measurements marked on the drainpipe. Children are able to recognise and compare shape. When playing with the dough they discuss the different shapes they have made, including triangles, circles, squares, stars and rectangles. They confidently use weighing scales at the dough table and spirit levels when using the tools to ensure that surfaces are level.

Children explore, investigate, and show great excitement in the natural world, for example, as they talk spiders and the plants they have grown. They collect leaves, observe the weather and talk about familiar sights. They learn about their local environment through visits from the emergency services, a health visitor and a travelling farm. However, staff plan few activities which enable children to develop an understanding of other cultures. Children have access to computers and simple electronic toys, which enables them to develop their skills, such as how to use the mouse and keyboards.

Children are starting to develop their manipulative skills and they confidently use a wide range of tools and materials, including scissors, glue sticks and cutters. They enjoy physical play in the garden and are able to move safely around the provision with increasing control and co-ordination. A wide range of equipment encourages them to develop their skills, such as climbing, balancing and peddling.

Children enjoy singing nursery rhymes and action songs with staff. They are able to tap out simple rhythms and use their voices to distinguish between loud and soft voices. They have many opportunities to use their imagination through role-play, using resources that are varied and interesting. They are able to explore space, form and shape in two or three dimensions through a good range of activities and construction equipment.

Helping children make a positive contribution

The provision is good.

All children in the nursery are valued and respected as individuals. They develop a positive attitude towards themselves and others as staff act as positive role models and respond well to their interests. Procedures are in place to ensure that the needs of children with learning difficulties, physical disabilities and English as an additional language are met. Staff are proactive in supporting children with individual needs and ensure that all children are included in the activities which develops their sense of belonging and their self-esteem.

Children recognise the difference between right and wrong and show concern for others. Staff help children to understand why some behaviour is not appropriate. They discuss any behaviour issues with both children and parents. As a result, children know what is expected of them and show high levels of confidence and self-esteem. This positive approach fosters the children's spiritual, moral, social and cultural development.

The partnership with parents is good. Children benefit as staff and parents share information, both written and verbally, on a daily basis. Clear written information about the children's daily care, such as sleep, nappies and food intake is also given to parents and staff make time to talk to parents at the end of the session. Parents are invited to discuss the progress of the children at parents evenings using the children's assessment records. Regular social events are held to which parents and carers are invited. Parents receive clear information about the Foundation Stage and the early learning goals. A clear complaints procedure is in place and the Ofsted telephone number is displayed clearly on the parent's information board.

Organisation

The organisation is good.

Most staff hold appropriate childcare and teaching qualifications, and all have experience of caring for children. The staff's knowledge of child development is very good which helps to promote positive outcomes for children. They have a clear understanding of their responsibilities and what is expected of them on a daily basis. Staff work well as a team and newer staff members are well supported by the manager and the pre-school supervisor.

The on going training both in-house and with outside agencies contributes to the children's health, safety and well-being. Children benefit and make good progress in their learning due to the very good knowledge of the staff who are able to extend activities naturally.

All policies and procedures are in place and readily available to staff and parents. Children's records are stored appropriately and staff are aware of the need for confidentiality. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education are good. The management team provide extensive support on a regular basis. They have ensured that staff working with children in receipt of funding for nursery education have a good knowledge of the curriculum guidance. Systems are in place to monitor teaching and learning in the provision, such as quality assurance and regular staff appraisals, which help to identify the training needs of the staff.

Improvements since the last inspection

Since the last inspection, the planning of activities has been updated and staff continue to develop ways to ensure that all children have access to and are involved in all activities.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure that electrical equipment does not pose a risk to children.

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):

- develop further opportunities for children to gain a greater understanding of other cultures.

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