



## **Asquith Nursery - Surbiton**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY290666
<b>Inspection date</b>	21 June 2006
<b>Inspector</b>	Christine Stimson
<b>Setting Address</b>	23 Upper Brighton Road, Surbiton, Surrey, KT6 6QX
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<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Asquith Nursery - Surbiton has been registered since 2005, but was originally registered in 1998 under a different company number and title. It operates from five rooms in a two storey building, located in Surbiton close to local shops, schools and parks. The nursery serves the local community. The outside of the premises is protected by closed circuit TV monitored from inside the building.

There are currently 130 children aged three months to five years on roll. This includes 31 funded children. All children may attend for a variety of sessions. The setting currently supports children with special needs and is able to support children who speak English as an additional language.

The nursery is open five days a week, 51 weeks of the year excluding bank holidays. Sessions are from 08:00 - 18:00 hrs.

Thirteen full time and eight part time staff work with the children. Sixteen of the staff have recognised childcare qualifications to level 2 & 3. A bank of support staff can be called on to help at the nursery. There is one member of staff currently working towards a childcare qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children in the pre-school, when asked, know why and when they must wash their hands, but staff are not vigilant about making sure this is done. For example, children come in from the garden, take a segment of apple and a drink from the side and wander off to eat it without washing their hands. Staff make an attempt to encourage them to wash their hands and sit down, but this is ignored by most children and staff do not pursue the matter. This compromises children's health and safety and does not teach them the importance of sitting at a table to enjoy their food. In the toddler and nursery rooms staff take time to help children to wash their hands; this routine helps children to develop good hygiene practice for the future.

Staff changing children's nappies minimise the risk of cross infection by wearing aprons and disposable gloves, and use changing mats that are sprayed with anti-bacterial spray after each use. However, staff toilets did not have any soap or paper towels on the day of inspection and this compromises both staff and children's health.

Children are developing their understanding of the benefits of a healthy diet. They eat nutritious food each day as the cook prepares this on the premises using fresh ingredients. Children enjoy a well balanced diet and individual dietary needs are respected. They have fruit and water for their snack times. Children do not become thirsty as older children confidently help themselves to water and staff ensure they offer younger children regular drinks.

Children's accidents are effectively dealt with as staff have current first aid qualifications and well stocked first aid boxes are available on each level of the building. Staff record accidents on a sheet asking parents to sign this to acknowledge that they have been informed. However, some accident sheets have not been signed by parents and this oversight compromises children's health.

Children enjoy a range of physical activities which contribute to their good health.

They have regular access to fresh air as they make good use of the garden and children occasionally go for walks to local parks. Children competently develop their large muscle skills as they pedal and steer bikes, use the climbing frame and play with hoops and balls.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play with toys and equipment that are maintained in good condition and that are suitable for their age and stage of development. The majority of toys are kept at child height so that children can self-select items that interest them. Children are cared for in premises that are secure both indoors and outside in the garden. Although there is a daily risk assessment form available to staff, these are not regularly completed and this compromises children's safety.

Staff help children understand about safety rules as they give clear explanations. For example, they tell children not to run indoors in case they bang into each other. Children know how to keep safe in the sun as they confidently state they are putting on cream so they do not burn and wear hats because it is hot.

Children's welfare is supported as several staff at the nursery have attended child protection training and know how to proceed if they suspect a child is being abused. A child protection statement is available to parents in the foyer, but the setting does not have a copy of the area child protection guidelines and this compromises children's wellbeing.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Most children happily enter the nursery and settle quickly. They confidently choose what to play with and link up with friends for support. Children who are less keen to separate from carers receive attentive support from caring staff. This helps their transition and children soon involve themselves in play. Children and staff have good relationships. For example, children hold out their arms for cuddles and staff respond warmly. Older children are confident to approach staff to talk about their home lives or discuss what they are doing.

Staff respect children's decisions about play, allowing them to choose resources for themselves and make decisions about what interests them. This works particularly well for children under the age of two as a high staff/child ratio is maintained, enabling staff to follow the child's lead. Key workers are close by to support children's play and extend their learning. Observation notes are made and the child's next step of development noted. The same system of continuous provision is applied to children over the age of two but this is not as successful as it is for the younger children. Five staff dealing with twenty children means they cannot always be on hand to support children's individual interests. This results in children selecting resources and then abandoning them on the floor before moving to the next object of

interest. It is difficult for staff to do meaningful observations on children in these circumstances and staff who manage this are not adhering to their notes about how to move children to their next step of development.

## NURSERY EDUCATION

The quality of teaching and learning is inadequate. All activities in the pre-school room are child led, with staff trying to organise activities based on their interests. In theory this is a good idea, but in practise it does not work. This is due to the staff having up to eleven key children to focus on, each with their own interests. Very few observations are made of children's progress. In the children's files the previous weeks observations made by staff noted the next step of development, but these were not carried through during the two days of my visit. This does not support children's learning.

There are periods of time in pre-school when it seems chaotic with children turning out toy boxes, and using equipment inappropriately. For example, two children found the math cubes used for counting and made guns from them, chasing each other around the room. The home corner is a particular unattractive part of the pre-school and is not presented in a manner to encourage children to use their imaginations in role play.

Children's independence is encouraged. For example, at breakfast time children pour out their own cereal and milk before sitting down. One child pours milk onto her friend's cereal for her when asked. Children now have all day access to the outside area and staff are beginning to use this area to extend children's experiences. Children regularly use the climbing frame and slide and are competent riders of tri-cycles and bikes. They grow potatoes and herbs in pots, watch them develop and care for them with the help of staff. Children play together well and are beginning to understand the need to take turns and share fairly, particularly whilst using the computer where they use an egg timer to indicate whose turn is next. Children have a lot of self confidence and good communication skills, approaching the inspector to participate in their play. For example, one child brings his little pony which has magnet on its foot and enjoys showing the inspector what items attach themselves to the pony. Children squeeze oranges and talk to staff about the smell, taste, texture and vitamins contained in them. This helps children experience and express through their senses.

Staff have knowledge of the foundation stage of learning, but are finding the system of continuous provision difficult to work with. They have received training in this area but have not understood how to implement the system in practice. There are very few activities planned for children as the staff say that everything must be child led. This results in areas of the curriculum not being explored sufficiently. For example, children do not have many opportunities to say and use number in everyday play or to link sounds to letters.

Currently there is no method of finding out what children already know when they first start at pre-school. This is particularly important for children who enter the pre-school from other settings, as this information enables staff to build on children's knowledge.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children play with resources which give positive images of culture, gender and disability. They have opportunities to celebrate the festivals of other cultures which helps them learn about diversity and the world we live in. Children feel valued as staff are aware of their individual needs and take time to support these. For example, staff working with children who have identified specific needs devise effective strategies to ensure children participate and make progress. However, details of children's needs are not always maintained in a confidential manner and this compromises their well being.

Children's spiritual, moral, social and cultural development is fostered. For example, children are confident to initiate conversations with those not familiar to them. They make friends with each other and have good relationships with staff. Children are generally well behaved and staff act as good role models to children, offering calm and detailed explanations of why they must not do something that may upset others. However, some staff, when asking children to do something, are ignored. For example, staff ask the children in pre-school to help pick up toys; wash their hands; sit down to eat. All these requests are ignored by most of the children and staff do not pursue this, leaving children unaware of the boundaries within the setting.

Parents receive written information about their child's day. This keeps them informed about the activities their child has participated in, the food and drink intake for the day and the amount of sleep they have had. This ensures consistency of care. Parents are aware of their children's development as folders showing written observations on children are shared with parents at open evenings. Parents receive regular newsletters from the nursery and parents are aware of who their child's key worker is, feeling confident to approach them with any concerns they may have. Policies and procedures are shared with parents, with several of them displayed in the foyer of the building for further reference.

Partnership with parents is satisfactory for Nursery Education. Older children in pre-school have a progress report written about them based on observations which parents can keep, with other copies going to the child's next school. Comments from parents state that they are happy with the nursery, but regret the decision to remove extra curriculum activities from the programme such as sports coaching.

## **Organisation**

The organisation is satisfactory.

Staff work well together and management ensures that consistent staff work with the children. For example, staff have a specific room in which they regularly work, where they become key workers to children. This helps children develop close relationships and to feel confident and secure.

All regulatory documentation which contributes to children's health and well being is in place, but attention to detail is sometimes overlooked by staff. Management

ensure records are accessible, organised and maintained in a confidential manner. Staff are encouraged to embrace training opportunities and the manager ensures rooms maintain a good level of staff/child ratio with 50% qualified staff on duty at all times. The manager holds regular meetings with room leaders, but other staff are not invited to any team meetings.

There is a robust system in place to recruit staff that are suitable to work with children and a clear induction procedure enables staff to understand how the setting runs. For example, staff are given time to read the policies and procedures relating to the nursery and sign to say they have a clear understanding of these.

Leadership and management are inadequate. The manager is aware that children over two are not receiving the attention they need to help them make progress, but has failed to address this. Asquith Nurseries have received reports from the early years teaching advisors stating their concerns about how continuous provision for pre-school children is not being implemented well. However, no extra support has been offered to staff in this room, which compromises children's learning.

Overall, the setting does not meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **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.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

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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 all staff are vigilant about informing parents, on the same day, that their child has had an accident whilst in their care.
- review snack time in rooms to ensure children wash their hands prior to eating; have a plate to eat from and that they do not wander round the room whilst eating
- ensure regular risk assessments are conducted on the premises to identify any hazards that may compromise the safety of the children attending
- ensure all records of children with special needs are maintained in a confidential manner and that children cannot be identified from comments and photographs displayed in rooms.

## The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- devise a system that ensures all areas of the curriculum are explored when staff plan activities for their key children
- develop a system to establish children's starting points, enabling staff to help children build on their existing skills and knowledge
- ensure all written observations on children are meaningful, indicate the next steps of learning and are used to help children make progress
- improve the programme for communication language and literacy to give children opportunities to enjoy books, explore words and texts and to link sounds to letters
- improve the programme for mathematical development to ensure children say and use number names in everyday play and explore shape, space and measurement

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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