



The Roche School

Inspection report for early years provision

Unique Reference Number	EY316602
Inspection date	18 September 2006
Inspector	Jan Healy
Setting Address	11 Frogmore, London, SW18 1HW
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Registered person	The Roche School Ltd
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 Roche School opened in 1983. It is an independent, non selective nursery and preparatory school, located in a large house in the Putney area of the London Borough of Wandsworth. A maximum of 24 children may attend at any one time. The nursery is open from 08.45 to 15.00 during term time.

There are currently 36 children on roll, of which 34 receive funding for nursery education. The nursery currently supports children with learning disabilities, and who speak English as an additional language. It is a large classroom with a small room attached for quieter activities. The bathroom is adjacent to the class room.

The early years department employ 13 full and part-time staff, all of whom hold appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good hand washing and drying facilities are provided, to encourage the children to learn about suitable hygiene practices. The staff take great care, to ensure the children learn self-help skills, such as nose wiping, teeth cleaning and to cover their mouths when coughing, to help prevent cross infection. A health charter is in place, detailing information for both the staff and parents, about infectious diseases, aimed at reducing the number of children and staff affected. Staff are trained in first aid, and are confident to deal with an emergency if necessary. Details regarding all accidents are recorded and shared with parents, so they are kept informed about any injury sustained. Medication records are suitably completed, and the staff request written permission from parents, to seek emergency medical advice or treatment, to prevent any delay in care.

Children have the benefit of an outdoor play area, which contains suitable resources, such as hoops, bats and balls and games painted on the ground, helping them to develop their stamina and fitness. They provide their own lunch, which they eat together, making for a sociable occasion, however, the lunch boxes are not appropriately stored, which may cause the food to spoil. Staff are aware of any children who have a food intolerance or allergy, and prevent the swapping of food, to ensure the children's good health. Children access fresh drinking water or a juice, and a snack independently, which they do with pride.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm and welcoming, with the displaying of children's artwork, such as face masks and paintings, mounted on the walls, making for a child friendly environment. The provision is clean and well-maintained with domestic staff employed, so staffs time is not taken away from the children to complete such chores. Ample space is provided for the nursery children, who also have the benefit of a second playroom, computer room, access to a fully enclosed outdoor play area and a gymnasium. The reception children are cared for in small groups, so they benefit from the attention of the teacher, and have good space to participate in a wide range of activities both free play and focused.

The staff provide a wide range of safe and well-maintained toys and equipment, to meet the varying needs and ages of the children in their care, which are fun and provide challenge, to aid their learning and development. Clean natural materials, including clay and playdough are available to aid children's sensory experience and to help develop their dexterity. Recyclable materials are used to build models and to aid children's knowledge about respecting their environment. Child sized tables and chairs, enable the children to play and eat in comfort.

Children benefit as staff are vigilant about children's safety. A visitors record contains information about any adults that are on the premises, to ensure their suitability. An effective procedure ensures unwanted visitors do not enter the school, as adults on duty in the reception area monitor the front entrance, allowing adults access to the provision at their discretion. A

good procedure is in place, for the supervision of children when on outings, so children remain free from harm. A fire alarm is tested regularly, so staff are warned about impending danger, and they are confident in the use of fire apparatus, such as extinguishers. Children participate in fire drills, so they leave the premises swiftly and without fuss. Any spillages are quickly cleared up to prevent falls, and hot drinks and dangerous substances are kept out of children's reach, to ensure their good health.

Staff have good knowledge about child protection issues, and are aware of the signs and symptoms of abuse and neglect. They receive training to keep themselves up to date with current legislation, and retain details about how local expertise might be accessed. A written procedure is read and understood by staff and is available for parents, so they are aware of the action that will be taken in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is good.

The children and staff share a warm and affectionate relationship, as the staff are friendly and approachable, enabling the children to develop their emotional, physical, social and intellectual development. Reassurance is given when children are challenged with a new experience, such as Kayoko and Victor dancing, to aid them to participate fully and with confidence.

Nursery Education

The quality of teaching and learning is Good. The person in charge and the staff, have appropriate experience, skills and the ability to teach young children. They are knowledgeable about the early learning goals and about the Birth to three matters framework, and plan a wide range of interesting and challenging activities, to help children develop to their full potential. Staff are deployed effectively, so they work directly with the children so ratios are maintained. Staff teach the children right from wrong, and help them to learn about how their behaviour effects the other children in the group. Children are highly respected, as the staff promote anti-discriminatory good practice, as they enable the children to share their experiences with each other, and resources reflect positive images of culture, ethnicity and gender, including books, dolls and posters displayed on the playroom and classroom walls. The staff are aware that some children have a learning disability, and work in partnership with parents, to ensure steps are taken to promote the welfare, care and learning of all.

Children are making good progress in their knowledge and understanding of the world. They participate in activities, which help them to know about their own culture and belief and those of other people, for example, they celebrate major religious festivals, such as Christmas and Divali. They are beginning to understand that there are many countries in the world, many of which are far away and accessed via an aeroplane or boat. The children are encouraged to share their experience of their holiday upon return, and they look at photographs and postcards from around the world, identifying similarities and differences of dress. However, there are some children who are bi-lingual, but there are no labels written in their first language, which if in place, aids in their self-esteem and confidence, as their diversity is recognised. Children have access to a wide variety of dressing up clothes, for example, a Greek costume, and to crockery in the home corner, including chop sticks, wok and balti dishes. A variety of musical instruments

from different countries, such as drums and Indian bells, aid children's understanding about the different music played around the world.

Strong progress is being made in communication, language and literacy. Children listen and speak to their friends, and are confident to approach the staff and tell of events that are happening at home, that have importance to them, for example, one child spoke about how her sister was 'not at school because she was poorly.' Having listened to a member of staff, they are able to follow a simple instruction, such as to put their apron away on the correct peg. During snack time, the children recognise their name written on a piece of card, and use it to display the fact that they have eaten. Children listen to patterns and rhymes in songs, for instance, rhyming last words in a sequence of lines. A quiet area, enables the children to look at text and pictures in books, and they are learning that reading and writing begins from the top left hand corner.

Effective progress is being made in children's physical development. Children move with control and coordination, as they are learning to balance, to throw and catch a ball with increasing accuracy, and to ride a tricycle, without bumping into each other. Children show awareness of others', as they stand in a line, when waiting to go into assembly, and give way to a flow of children moving in a particular direction. Staff help the children to recognise the importance of keeping healthy, as after enjoying exercise in the outdoor play area, the children listen to their hearts beating faster, and are becoming aware of the effects running has on their body, such as becoming hot. Children have independent access to tools, including scissors, pencils and glue sticks, which they are learning to handle with increasing control and dexterity.

Successful progress is being made in children's mathematical development. Children are able to count reliably during nursery rhymes and when counting the number of children who are at school that day. They are able to recognise numerals up to ten and beyond, and use numbered dice during games, before progressing on to counting dots. Practical activities, such as cooking, help children's understanding of measurement and weight, for example, when making pastry windmills. Children learn about capacity when playing in the water tray, by pouring water from a large jug into a smaller jug. Children talk about, recognise and recreate simple patterns, after looking closely at snake and crocodile skins, and the patterns on the many varieties of animal, including giraffe, tiger and leopard.

Children are making extensive progress in their creative development, as they have access to a rich environment, where creativity and expressiveness is valued. Children's imagination is encouraged, for example, a child began painting, then began to mix colours together, following her own initiative, and was praised for her individuality. Children explore texture during messy play, as they have the benefit of playing with materials, such as cooked spaghetti, which they chose to paint. They independently select coloured pencils, crayons, chalks and pens, and mark make on their chosen piece of paper. A wide range of musical instruments, allow the children to explore how sounds can be changed, and they have the opportunity to dance and move to music. Children have good observational powers, being able to notice when the jug of juice needs refilling.

Staff are aware that successful personal, social and emotional development is critical during the earliest years of a child's life, and provide experiences which support and enable the children

to develop a positive sense of themselves. The staff are interested in what the children have to say, sitting at their physical level and making eye contact, which aids children's self-esteem, which helps them to understand that they are important. When working with play-dough, children make shapes of their own initiative, for example, bread and croissants, which they sell in the home corner, which is currently a patisserie shop. Children are developing an awareness of their own needs, as they independently access the picnic table, where they are able to pour themselves a drink and have a snack.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. The staff recognise that the children arrive with diverse experiences, and cultural differences, and are committed to ensuring that every child achieves their full potential. Children are spoken to with respect, and with language that is easily understood, so no matter what their ability, they are able to follow instructions and join in with all activities available.

Staff have good knowledge and understanding about learning disabilities, due to the on-going training they receive. A profile of each child is completed by the staff upon entrance, identifying any specific needs a child has, so teaching plans can be written accordingly. A broad and balanced curriculum, ensures that the children succeed to their highest level. Close liaison between the staff and the parents, keep each other informed about any progress being made or about any further concerns noted. A summary of achievement is written termly, to keep parents up to date, along with a formal annual report, written by the child's key teacher. High levels of ability are noted by staff, who further their development, by offering activities which present greater challenges.

An atmosphere of great respect permeates the school, with the staff speaking to the children as they speak to each other, kindly and with conviction. Staff have high standards of children's behaviour, which encourages a sense of responsibility, for example, if an adult is entering a room whilst a child is exiting it, they will stand aside and allow the adult to walk through. Children are taught social graces, and as they have a good relationship with their teacher, they want to please them, and so do not have to be told more than once to do something if asked. Incidents are recorded and shared with parents, so if a behaviour problem is noted, it can be quickly resolved, as details about how the incident arose, aids in finding a solution. Noise is kept to a minimum, as the children are reminded to consider other children in the school, for example, how their heavy footsteps may disturb other children's learning.

Partnership with parents is good. Staff and parents share a friendly but professional relationship, where both are able to exchange information, which benefits the children, such as any individual requirements they may have. An effective procedure is in place, for the collection of children, including the identification of adults, to ensure children remain free from harm. A complaints procedure is known by parents, who report that they are happy with the care and education provided. Parents skills and talents are valued, for example, a parent who is a medical doctor, gave a demonstration about how to care for a patient with a broken arm. Parents have access to children's achievement records and to written information about the activities children are focusing on, so they are better able to help their child at home.

Organisation

The organisation is good.

Leadership and management is good. The setting meets the needs of the range of children for whom it provides. The person in charge has good understanding about the National Standards and has the ability to meet them. She is suitably qualified and continues her training, to keep herself up to date with current thinking and legislation. She ensures all her staff are suitable to work with children, as she has a the good knowledge about the protocol of employing suitable staff. all staff are provided a thorough induction programme, so they are familiar with all the policies and procedures of the group. The staff work directly with the children for the majority of the time, so children benefit from adult attention. An operational plan, clearly sets out the aims and objectives of the group, how staff will be deployed to best effect, and about the activities provided, including what the staff hope the children will gain from the learning opportunities. A contingency plan enables the person in charge to cover for staff absence, so ratios are maintained. Good use of space aids children's learning, which includes independent access to all the resources available. An effective system for the arrival and departure of children, so the staff are aware of the children who are on the premises at all times, to ensure their safety. The person in charge keeps Ofsted informed about any significant changes of staff or to the premises, and all records and documentation are readily available for inspection, are updated regularly and are stored confidentially.

Improvements since the last inspection

Not applicable

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
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The quality and standards of the nursery education are good.
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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 the appropriate storage of lunch boxes to prevent food from spoiling

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 children's understanding about languages spoken other than their own, by the displaying of words as labels

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk