



## Asquith Nursery - Trafalgar

Inspection report for early years provision

<b>Unique Reference Number</b>	EY291137
<b>Inspection date</b>	01 December 2006
<b>Inspector</b>	Lorna Lorraine Hall / Pamela Bailey
<b>Setting Address</b>	c/o Trafalgar Infant School, 49 Meadway, Twickenham, Middlesex, TW2 6PY
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<b>E-mail</b>	
<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 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, Twickenham (Trafalgar) has been registered since 2004. It is located in Meadway, Twickenham. The building is part of Trafalgar Infant School. The nursery, out of school club and wrap around care operate from ten rooms in the purpose built premises. The nursery serves the local area.

The nursery opens five days a week 51 weeks a year from 08:00 to 18:00. The out of school club is open 08:00 - 09:00 and 15:00 - 18:00 and wrap around care 12:00 - 15:00. A sessional care group operates from 09:15 to 11:45 and from 12:30 to 15:00. These groups operate Monday to Friday term time only.

The nursery is registered for 79 children aged three months to five year's and 24 children aged four to 11 years in the out of school club and wrap around care.

Currently 115 children from three months old to five years old are on roll in the nursery, 47 children on roll in the wrap around, before and after school. This includes 53 funded children. The nursery receives support from the Early Years Development and Childcare Partnership.

More than 50% of the staff team have early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is comprehensively promoted through well-written documentation that ensures medical information is recorded in line with regulations.

Children learn good hygiene habits through the daily routines. They wash their hands before eating, after using the toilet. Cross infection to the children is greatly minimised because staff use disposable gloves and aprons when handling body fluids and food. Accidents to the children are successfully dealt with because most of the staff team hold a current first aid certificate.

There is a high emphasis on promoting the children's good health and they rest according to their needs in cots or on sleeping mats. Babies enjoy sleep in a separate room. Suitable provision is in place to monitor them whilst they sleep. This enriches the children's well-being. To ensure consistency in care routines, parents provide detailed written information about their child's sleep and feeding routines.

The children's health is successfully promoted because they all have the opportunity to enjoy the fresh air and participate in outdoor play suitable to promote their physical development. They skilfully ride bikes and manoeuvre push- a- long wooden toys. They enjoy ball games and successfully practice their balancing skills.

The children wear appropriate clothing, so then can enjoy outdoor play whatever the weather.

Children's individual dietary needs are successfully met and their preferences are clearly recorded and displayed in the main play area and kitchen. All the children greatly enjoy food freshly cooked by the school's cook. The manager and staff in the baby room regularly meet to ensure babies receive nutritious food suitable to promote their good health. Staff in the baby room have a good knowledge of children's individual dietary needs because parents provide good information about food their children like to eat and how they like to eat it whether mashed or pureed.

To promote the children's understanding of healthy eating older children can help themselves to fresh fruit and water throughout the session and younger children are offered drinks throughout the day.

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

The provision is satisfactory.

Children are cared for in an environment where effective documentation promotes their safety.

All the children benefit from playing in a well-organised environment. This means they can move around safely and freely. Space in the toddler and baby room is extremely organised to allow the children to crawl, learn to walk and take risks in a safe controlled environment. Classrooms have a carpet and lino area that means the children can enjoy creative and table top activities several times during the session. However, the organisation of sleep in the nursery room compromises the children's safety as some of the beds are positioned very near the painting activity table.

Children have daily access to high quality learning resources, suitable to promote their all round development. This means the children are able to make choices and contribute to their learning in a meaningful way. Learning resources are carefully chosen to ensure they are safe and age appropriate. Suitable and sufficient furniture is available to promote the children's independence.

An external company regularly carries out rigorous health and safety checks before each session. Identified risks are recorded and addressed accordingly. Good systems are in place to ensure the children's safety; entry to the classrooms is accessed by a code operated by staff only. The organisation has comprehensive health and safety procedures, which are successfully linked to the health and safety policy, training and induction.

Regular fire evacuation practises promote the children's safety. The escape plan is prominently displayed at the main door. However, although the procedures for fire evacuation are displayed in the classrooms the meeting point is not included and the fire exit doors are not clearly labelled. To ensure the premises is safe, suitable fire detection and fire control equipment is installed.

Children's welfare is successfully safeguarded because staff have a sound understanding of child protection issues. Good written information is displayed within the nursery of who to contact to report child protection concerns.

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

The provision is good.

Children under three are happy and confident in the nursery environment because staff deliver a very good range of learning experiences. They make rapid progress in their development because staff exploits every opportunity to promote their learning in a meaningful way. Their sensory development is successfully developed because they play imaginatively with different textured items in the treasure basket. Their interest is sustained because staff provide sufficient time and support for them to maximise their learning through play. Through observations and interaction, staff ensure that the children are developing at their own pace. Staff have a sound understanding of how children learn in relation to the Birth to three matters framework.

Children benefit from staff who know the activities they enjoy such as painting, looking at books and sand and water. The organisation and presentation of learning measures mean that the children are cared for in a rich and stimulating learning environment. It is clear that staff and children build good relationships and the children feel comfortable to sit on their laps looking at books. Every day the children have many opportunities to use their senses to interpret their experiences. There are many opportunities for them to learn new words during play because staff communicate with them on their level.

## Nursery Education

The quality of teaching and learning is good. Staff have secure knowledge and understanding of the stepping stones for the Foundation Stage and how children learn. Children are motivated, making good links in their learning and rapid progress towards the Early Learning Goals. However, the children's assessments are not evaluated and do not show a clear picture of children's progress over time or next steps in learning. Written plans provide an overview of the range of activities and experiences that will be offered to children over a period of time. Activities are interesting and often varied and exciting methods are used to introduce new skills and knowledge. The activities are well organised and presented at a level which enables three and four year olds to participate although they sometimes lack challenge for older or more able children.

Children play well together, are keen and motivated to learn. They concentrate and become highly involved in activities. Staff ensure that the room is well organised with a good range of good quality equipment and resources. Children are able to take turns, share equipment and show consideration for others. Children have lots of opportunities to develop their independence through practical experiences such as pouring drinks and serving themselves at meal times. Activities are accessible and allow children to self select and make choices. They are able to take care of their personal needs such as dressing and using the toilet.

Children's spoken language is developing well. They speak clearly and confidently, holding lengthy conversations with adults and peers. For example, children enquire about the inspector's role and talk about their families and activities they participate in. They also communicate using signs and gestures. For example, children are learning to use Makaton. They learn new vocabulary such as 'Arctic' and 'Walrus' and rhyming words through stories and songs and are able to negotiate well during a good range of role- play situations. However, staff missed opportunities during role play to support activities to extend children's language for thinking through asking questions.

Children are encouraged to notice print in the environment and understand that print carries meaning. They learn to recognise and write letters during routine tasks and meaningful activities. For example, areas are labelled and children recognise their names during the self- registration system. Children write for a variety of different purposes such as labelling their own work and writing letters to Santa. They readily select books to share with each other and staff and listen avidly to stories.

Children have many opportunities to develop their mathematical language, explore and experiment with texture and develop their awareness of weight and capacity. For example,

children use resources such as sand and water. They make their own play dough and add ingredients according to consistency required. They learn about positions and sequencing when acting out familiar stories. Children recognise the properties of simple shapes and routine tasks are used well to develop their understanding of size and space. Children have few opportunities to make comparisons and develop their understanding of simple addition and subtraction. For example, they learn to count backwards and learn the concept of simple subtraction when singing number rhymes. However, staff missed opportunities for children to say what is one more or one less and add two groups of objects during routine tasks such as meal times and free play activities with magnetic shapes.

Children are learning about the world they live in. Well planned activities and topics, use of the outdoor area and outings offer the children lots of experiences such as learning about people in the community, themselves, living things, the natural world and develop their awareness of different cultures and celebrations. They study mini beasts and have visitors from the zoo lab and farm. They grow grass seeds and water cress seeds. Story time is used well to learn about different animals and where they live such as the walrus lives in the Arctic. They take part in sponsored walks to help people in the community. Children have opportunities to explore and experiment with a range of natural and manufactured materials. For example, they make rockets from recycled cardboard tubes and tissue paper. They create snow from ice and flour and collecting leaves and mud from the outdoor area to create a forest. They learn about time through routine tasks and topics.

Children's finer motor skills are developing well. They use cutlery, scissors and pencils with increasing control and thread pasta shells to make necklaces. They take part in daily physical activities indoors and outdoors. They are confident to take risks as they balance on stilts and ride wheeled toys. They move enthusiastically during music and movement and take part in the yearly sports day and sponsored walks.

Children are able to express themselves freely in numerous imaginative ways which are promoted very effectively through drama, singing, music and role play. They set the scene and act out well known stories such as 'The Bear Hunt'. Children learn about different sounds and rhythms during music and singing sessions. They enjoy singing action songs and use their imagination to become different characters/objects. They take part in lots of creative activities such as making dough, drawing and painting.

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

The provision is satisfactory.

Through books and discussion, children learn about other cultures. Children are valued as individuals and parents are asked to give detailed information to ensure appropriate care. Visits to local places of interest serve to extend the children's knowledge of the wider community.

There is good support for children and families who have learning difficulties. Staff work closely with parents and outside agencies to ensure individual learning needs are met. Lots of signs and gestures are on display and staff receive training such as Makaton. Individual Education Plans are regularly reviewed with parents.

Children behave well and work harmoniously with each other. They respond enthusiastically to staff's good use of praise and encouragement. The children build good relationships with staff and are happy to carry out their requests. Older children have a good understanding of the boundaries in place. They put the toys away before selecting another.

Partnership with parents and carers is good. Parents receive good information about the nursery, policies and procedures through newsletters and the nursery prospectus. Parents attend termly meetings to talk about their children's progress, staff provide a clear picture of children's progress to share with parents to enable them to contribute to the next steps in their child's learning. As a measure of good practice, parents receive a questionnaire for them to comment on the service they receive. Parents are encouraged to share what they know about their children at the initial settling in period and children's records.

Children under three have individual care diaries to ensure consistency of care. Their views are sought and staff take on board what they say so they can adapt the service to meet individual needs.

Spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Children are happy and settled in the nursery environment. Their art work is attractively displayed throughout the nursery and they show great pride in their work. Staff work well together and are effectively deployed to successfully support the children. Robust recruitment and induction procedures contribute to children being protected and cared for by staff with good knowledge and understanding of child development. For example, there is a comprehensive check list that staff must complete as part of their induction.

The adult and staff positively support children's care and learning. The good organisation enables all the children to engage in structured and free play several times during the session.

Effective systems are in place to ensure records on the children are up to date and successfully promote the children's welfare. Well written policies and procedures work in practise to successfully promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

Leadership and management are good. Management has been particularly effective in developing a committed staff team who have a collaborative approach to all aspects of their work. Staff have secure knowledge of the Curriculum Guidance for the Foundation Stage and apply it well to support children's learning in most areas. They plan interesting, exciting activities and know what they want the children to learn from them. They have successfully identified areas for improvement such as developing documentation to record children's achievements against the stepping-stones and early learning goals. They have drawn up clear plans to achieve their aims but have not yet implemented it. The lack of systematic monitoring and evaluation of the children's progress means that older and more able children continue to be insufficiently

challenged in areas of mathematics and communication and parents are not provided with sufficient information regarding their children's progress.

The setting meets the needs of the range of children for whom it provides.

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

At the last inspection, two recommendations were made; develop the assessment system to show what children need to do in order to plan for the next stage of their learning. They were also asked to implement the training and planning systems identified to ensure that activities are appropriate to children's individual needs. Some improvements have been made and systems are in place, though not fully implemented, to plan for the children's next stage of learning. Generally, activities are appropriate to the children's individual needs. However, a new recommendation has been made link to the quality of teaching.

### **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**

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 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):

- develop systems during sleep time to ensure the children who do not sleep are involved in suitable activities

#### **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):

- introduce a rigorous system to monitor and evaluate the quality of teaching so that areas for improvement identified can be quickly addressed



- implement the training and planning systems identified to ensure that activities are appropriate to children's individual needs

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](http://www.ofsted.gov.uk)