



Zebedee Nursery School

Inspection report for early years provision

Unique Reference Number	EY307253
Inspection date	21 November 2006
Inspector	Janet Sharon Williams
Setting Address	Sullivan Hall, 4 Parsons Green, London, SW6 4TN
Telephone number	020 7371 9224
E-mail	
Registered person	Susan Patricia Gahan
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?

Zebedee Nursery School has been running in this location since 1994. The name of the registered owner changed in 2004. The nursery provides sessional care and full day care for children aged from two to under five years of age. The school is affiliated to St Dionis, the Church of England parish in which it is located in the Parsons Green area of South West London. The local authority is Hammersmith and Fulham. The premises used by the school include an office, toilet facilities, a main hall and a smaller classroom all of which are at ground floor level. There is a small garden at the front of the main church entrance which is a very short walk from the church hall.

A morning nursery school for children aged three years to under five years runs from 09:00 to 12:10 every weekday. Older children may stay for lunch and remain for the afternoon session on two days each week. Afternoon sessions from 13:30 to 15:30 are also available for children aged from two years to three years of age from Monday to Thursday inclusive. Zebedee Nursery

School operates during school term times only. The nursery is in receipt of nursery education grant funding for three and four year old children. There are currently 29 children on roll in total and 19 are in receipt of the grant. None of the children currently on roll has identified special educational needs. There are four children who are learning English as an additional language. More than 50% of the staff are appropriately qualified. The provider has appropriate qualifications and she is studying for a further qualification in early years education.

The nursery subscribes to some aspects of the Montessori philosophy of education woven in with traditional teaching methods and learning through play. Children have lessons in French, computer music and dance with visiting teachers each week.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about the importance of good personal hygiene through well organised activities and routines. They wash their hands after using the toilet and prior to eating snacks. Effective procedures are in place to promote children's health and well being. Tables are suitably cleaned before snack time and areas used by the children are of hygienic standards.

Children are provided with healthy snacks, such as fresh fruit and vegetables to help them develop healthy eating practices and they are able to talk about what is good for them. For example, they say carrots are good for the eyes. At snack time children are offered a drink of milk or water and throughout the day they can also help themselves at anytime. Children's information regarding special dietary needs and allergies are gathered on the registration form.

Procedures are in place for recording accidents, medication administered and written parental permission obtained for emergency medical treatment. However, the nursery has not maintained details of any existing injuries when a child arrives. All staff have an up to date first aid certificate and there is a first aid box on site to carry out appropriate first aid.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and well maintained environment. The good organisation of toys and equipment means children can move around safely. They independently access available resources from tables; the prepared role play area, book corner and low level tables have a range of varied art and craft activities and construction toys. Children also enjoy floor activities freely, such as playing with cars, trains and large floor puzzles.

Comprehensive risk assessments indoors and out minimise accidental injury. The premises is checked to ensure that all the necessary safety precautions are in place, for example, sockets not in use are covered and toys and equipment are suitable for the age range using them. Fire prevention is good and regular fire drills are frequently practised and recorded. Children are very familiar with the procedures and know how to leave the premises quickly and safely.

Children's welfare is protected. The manager ensures that procedures for child protection are up to date and that all staff have a thorough understanding about responsibilities to keep children protected and safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending the nursery school, are happy, settled and relate well to each other. They are interested, fully involved in activities, keen to communicate and find things out for themselves. Staff plan a range of interesting activities which covers all areas of learning. They interact with the children in a relaxed atmosphere and demonstrate a very good understanding of each child's needs. Although children enjoy directed and group play activities, some creative craft activities staff over direct the children, which does not always give them the opportunity to use their own imagination effectively. Children listen attentively to stories, confidently join in with a selection of songs and rhymes and act out the story and picture represented to them. For example, children rehearse the Christmas Nativity play and all have an active role.

Children relate well to each other and have very good relationships with their peer group and staff. Staff's knowledge about all the children helps them provide suitable activities. They also use the Birth to three matters to plan suitable activities for younger children. There is an effective key workers system in place, where staff work closely with their groups of children throughout the day.

Nursery Education

The quality of teaching and learning is good. Children are very keen to learn and settle to become involved in activities. They are progressing very well, supported by staff's experience, confidence and knowledge of the Foundation Stage. Detailed plans cover all areas of learning and demonstrate staff's understanding of the Curriculum guidance for the foundation stage. Staff make regular observations, record achievements in children's profiles and adjust activities well to meet the needs of more and less mature children. This helps them to plan for each child to ensure the learning and developmental needs are met.

Children demonstrate good speaking skills and are confident speakers. They listen to each other, socialise, share, take turn and use language to imagine and recreate real life experiences in role play. For example, children play being Bob the Builder, using play tools and giving instructions over a toy mobile phone. Children can link sounds and letters phonetically for example, 'c' for car, 'o' for orange and 'a' for apple. Some children also connect the sounds to their own name. Most children can write their forename. Children hold their pencils correctly and make marks firmly. All are taught to read and write during informal and meaningful activities.

Children can count confidently in sequence up to 10 and above, and recognise a group of numbers without counting. They enjoy a range of practical activities, learn about size and shape and build models through using construction kits, such as Lego. Children take pleasure in experimenting with colours and textures, for example they produce art work using clay, play dough, coloured paper, paper plates and different colour paint. However, some of their art and craft produced does look as though children's own ideas are overdirected to meet adults'

standards. Children successfully use a variety of tools and small equipment such as scissors, paint brushes and glue spreaders. They move with confidence and coordination as they enthusiastically use their bodies to dance. For example, they swing from side to side and move with excitement as they respond to music during practise for the winter festival play. Their knowledge and understanding of the world is good, conversation between staff and children, activities and resources encourages them to talk about themselves and the world around them.

Helping children make a positive contribution

The provision is good.

Children are valued and have very good self esteem. Their ethnic background, language and culture is respected in the setting and reflected in displays. Children learn about their own and other beliefs and traditions through planned activities. For example, they have an assembly each day, where staff introduce a variety of cultural customs and use resources, such as books, dolls and dressing up clothes. This helps the children to develop positive attitudes and respect for others. The nursery also acknowledges other festivity events and celebrations, such as Japanese New Year and Diwali.

Children are well behaved through being fully occupied and stimulated. They are courteous and polite and engage in conversation with staff and each other. Children have the opportunity to develop, play and learn together in small groups. Staff frequently praise and encourage children, enabling them to feel good about themselves, re-enforce good behaviour and grow in confidence. The positive approach fosters children's spiritual, moral, social and cultural development.

There are good systems in place to support children who have learning disabilities. Close liaison exists with parents and outside agencies to ensure children's needs are well planned for.

Partnership with parents is good. Very good procedures are in place for keeping parents informed about the provision and their child's progress and development. Parental involvement is actively supported, they assist with children's learning, support projects for example, special days and raising children's awareness of other race, religion and culture. Parents interviewed are very happy with the information they receive about the curriculum. Regular newsletters provide current information about activities enabling parents to be involved with their child's learning.

Organisation

The organisation is good.

Children benefit from being cared for in a well organised and friendly setting, where a key worker system is used. High adult to child ratios are maintained and the staff know children well and are aware of their needs. There is a well established staff team. A system is in place to ensure the suitability of all staff and students.

Children's care is strengthened by ensuring all mandatory procedures are in place and most of the recommended documentation to protect the safe and well being of the children. As a result, children are happy and achieving well.

Leadership and management is good. The manager and staff team work together closely to ensure that children receive quality care and education. The manager encourages the staff to attend training which demonstrates commitment to development and helps staff keep up to date with current practices. Staff are fully included in meetings, planning activities and the day to day running of the nursery. This helps them to feel valued.

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

Improvements since the last inspection

At the last inspection the provider was asked to ensure that children's creative work is produced according to their own ideas and not over directed to meet adults standards and that they are safe when using the climbing frame and taking part in dance activities and that their enjoyment of music and movement class is not limited by the size of the group. Only one has been satisfactorily addressed to meet children's needs effectively.

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):

- comply a system for recording details of any existing injuries when a child arrives
- allow children to use their own imagination more effectively by ensuring creative craft activities are not over directed by staff

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):

- ensure children are given the opportunity to develop and create their own art and craft work and not overdirected to meet adult standards

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