



## Asquith Nursery - Kew Riverside

Inspection report for early years provision

<b>Unique Reference Number</b>	EY266308
<b>Inspection date</b>	04 January 2007
<b>Inspector</b>	Christine Stimson
<b>Setting Address</b>	Mortlake Road, (Access via Courtlands Avenue), Kew, Richmond, TW9 4ES
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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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Asquith Nursery, Kew Riverside is one of a chain of nurseries run by Asquith Court Ltd. The building is part of Kew Riverside Primary School and the nursery operates from four rooms in the purpose built premises. The nursery serves the local area. A maximum of 66 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year, excluding Bank holidays. All children share access to the secure enclosed outdoor play area.

There are currently 87 children aged from three months to under five years on roll. Of these 25 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs and children who speak English as an additional language.

The nursery employs 15 staff, nine of the staff, including the manager hold appropriate early years qualifications. Three are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about the importance of good hygiene practice by following routines of hand washing prior to eating, after messy play and after using the toilet. Older children understand why they need to wash their hands and talk about germs hurting their tummies. Staff changing children's nappies use disposable gloves and aprons as part of the nappy changing procedure and this helps support children's health. Soap and hand towels are accessible to children in the bathroom areas to encourage their independence.

Arrangements to ensure children's health are in place. For example, medication is stored out of the sight and reach of children and medication records are completed by parents and staff to ensure children receive the correct dosage. Staff are on site who are up to date in their first aid qualifications and this, together with three first aid boxes and written consent to take children to hospital in an emergency, ensures staff act in the best interest of children who have accidents.

Opportunities for children to rest, sleep, exercise and enjoy fresh air are enjoyed by children each day. For example, children under 15 months sleep in accordance with arrangements made by their parents in order that their routine is not disrupted. Children in other rooms take their rest on sleep mats with staff gently patting their backs to reassure them.

Children eat meals that are prepared on site and details of the food children have eaten is displayed on laminated cards outside each of the rooms. The nursery operate a four week menu plan and this shows children are given healthy and nutritious meals with their dietary and cultural needs taken into account. Drinking water is readily available to children, with staff vigilant about making sure children drink sufficient to avoid them becoming dehydrated. However children in the pre-school room, who have free access to their own water bottles, do not have these refreshed frequently enough.

A risk assessment form that should be used daily for the milk kitchen has not been completed for some time and checking the temperature of the fridge is the first item on the form. As there is no thermometer on site and babies milk is stored in this fridge and there is no means of monitoring the temperature. This compromises children's health. Staff preparing children's breakfast and tea time food have not had any training in food hygiene practice.

An enclosed outside area enables all children to play safely. Sections of the outside area have been fenced off so that younger children can play without fear of being knocked over by more active children. Outside apparatus enables children to climb, slide, practise their pedalling skills and build bricks in the outside area. Children's fine motor skills are encouraged as they have free access to threading games, treasure baskets, pencils, scissors, rollers and cutters as part of their everyday play.

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

The provision is good.

Children play in age related rooms that are clean, light, warm and spacious. Low level tables, floor cushions and chairs allow children to be independent within their rooms. The resources and furnishings are well maintained with staff paying particular attention to toys used by very young children, which are sterilised daily.

Children's safety is supported as arrangements for entering the premises are good, with staff using a monitor and entry phone system before allowing anyone to enter the nursery. Fire fighting equipment is in place and electrically fitted smoke alarms are fitted throughout the building; these are linked to the school next door. Regular fire drills are conducted and these help children learn how to leave the building quickly and safely.

Arrangements to ensure children are protected from harm are in place. For example, members of staff are aware of the signs and symptoms that may be seen in children who are abused or neglected; they know how to proceed if they have a concern and this ensures children's well being is safe-guarded.

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

The provision is satisfactory.

Children are given opportunities to enjoy their time at the nursery and take pleasure in their achievements. For example, young children gather at a table where glue, glitter and collage materials are arranged. They are joined by staff who encourage them to pour the glitter onto their sticky pictures and dress them with strands of shredded paper, ribbon and sequins. Praise is given for their efforts and children are encouraged to take their art work to the drying stand so that it can be taken home at the end of the day.

Very young children sit at a table that has lime jelly crystals all over it. They explore this with their hands and use sieves and whisks to push the crystals from one area to another. Their faces light up with joy at this activity as they smell and taste the mixture, enthralled at the experience. Staff are on hand to encourage those more reluctant children to have a go.

Children have daily opportunities to play in the outside area to run off energy. They can climb on frames, use slides, ride on appropriate sized tricycles, play in a large sand pit or use large building bricks to construct models from their imaginations. This supports children's physical development.

Staff display the weekly planning of activities on the parents notice boards both inside and outside of the rooms. Each child is planned for individually by their key worker using observation notes from the previous weeks activities. The room leader then takes all the staff's notes and does a general plan for the room, making sure areas are covered that staff wish to pursue with their children. However, children's files lack detailed observation notes and therefore children's progress is not fully monitored.

Children's language skills are encouraged by staff who spend time talking to them about their activities and many are skilled in asking open questions which make children think.

## **NURSERY EDUCATION**

The quality of teaching is satisfactory. Children have access to resources and activities that offer stimulation and which generally support learning across the six areas of the Foundation Stage. Children learn at their own pace as they select toys and activities for themselves. Group activities are organised by staff who set these up in an attractive manner, waiting for the children to show an interest. For example, children gather round the table where snow pictures are being made. They eagerly join in using glue sticks, scissors, doilies, glitter and corrugated paper to make their pictures. Staff are on hand to help those children who are learning to use scissors and children proudly take their pictures to the drying table before moving onto another activity that interests them.

Children's independence is encouraged as they put on their own outside clothes, set the table for lunch and serve their own meals. Children are confident within the setting, linking up with friends for games and turning to staff for support.

Children develop their writing skills by copying sentences written by staff or use magnetic letters to help them form words. They happily sit in the book corner looking at books and enjoy stories read to them by staff. This helps children to understand that print carries meaning.

Children explore volume and size as they play in the water tray using canisters, funnels, jugs, spoons and pumps to make water flow through wheels and into other vessels. Language relating to size is encouraged by staff who ask children if one is heavier or lighter, bigger or smaller. However, children have insufficient opportunities to verbally practise and use number in their everyday play. An area has been set up with bays and bikes numbered so they can be parked, but little else is done to encourage number use by children; observation notes and planning do not contain any references for this area.

Children learn how to look after living things whilst in pre-school, caring for guinea pigs, making a wormery and planting flowers in the outside area. Staff planned a science week for children where they learnt about static electricity, things that glow in the dark and the effect ketchup has on coins. Children have fewer opportunities to use programmable toys or to find out about what is happening in their local community.

Staff make sure parents are aware of who their child's key worker is and explain they are responsible for updating children's progress records with their observations. However, parents ability to extend children's learning at home is compromised as their development records are not shared with parents unless they are asked for.

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

The provision is satisfactory.

Some children in the nursery are encouraged to develop an awareness of the local community by going for visits to local parks, retail centres, the riverside and Kew gardens. However, not

all the children in the nursery are given opportunities to go on outings. Children have access to a range of resources that promote diversity. For example, dolls, books, small world people and posters portray images of people with disabilities and various ethnic family groups. All these play materials help children to respect and value diversity.

Children with learning difficulties are supported with assistance from professional workers. Individual education plans are used to monitor progress and all children are welcomed and included.

The management of children's behaviour is handled well. Staff use distraction for very young children in the nursery and a firmer tone of voice for toddlers who show unkind or inappropriate behaviour to other children. This helps children to discover boundaries and limits. Older children are offered explanations about their inappropriate behaviour from staff, who do this in a calm way making eye contact with the child. This helps children to learn about unacceptable behaviour when playing together in a group.

Relationships with parents are sound. Written information about the nursery is available to parents on a notice board in the passageway, and this keeps them up to date with current events on behalf of their children. Parents are given as much time as they wish to settle their child into the nursery routine when they first come to the setting and this supports children's well being. Parents are made aware that written observations will be made on their children's progress and that these records are available on request.

Children's spiritual, moral, social and cultural needs are fostered. For example, children have high self esteem showing wonder at living things like worms in the garden and caring for guinea pigs within the setting. They are well behaved and occupied and are beginning to learn how to take turns and share. They link up together, making friends within their rooms and have the confidence to turn to staff for support. Children have occasional opportunities to learn about the customs and beliefs of others and the multi cultural staff bank help children to appreciate diversity.

Partnership with parents who receive the nursery education grant is satisfactory. When children first start at nursery parents are shown around the rooms and explanations of the early learning goals are given verbally. However, this is not reinforced once their child moves into the pre-school room and parents are offered no further information about the Foundation Stage of learning. Parents are aware of who their child's key worker is and feel their children have good adult support throughout the day. They are currently not offered any formal feedback about their child's progress through the early learning goals and do not receive a written report.

## **Organisation**

The organisation is satisfactory.

Children enjoy playing in a bright, spacious environment where they are secure in the daily routine that allows them to participate in a variety of activities. Policies and children's records are up to date, comprehensive and stored in a confidential manner. Staff files are also kept on site, but not all of these contain the relevant information about staff induction, training and qualification records.

The current key worker system that operates within the nursery is not being applied to the very young children in the nursery. A list of key workers is displayed for parents to view outside the room, but in practice the room leader takes responsibility for updating all the children's observation notes and feeding this information back to parents.

Staff/child ratios are maintained in the rooms and there is a balance of qualified and unqualified staff working alongside each other. Training opportunities are offered to new and current staff, but some staff have not completed an Induction training. Overall, children are protected and supported by sound administrative systems designed by the company to ensure children's needs are met.

The leadership and management is satisfactory. Management encourages staff to undertake training and this helps support the children in the setting. Regular staff meetings are organised to discuss issues relating to the children and to oversee the long term planning of topics. However, they have not ensured parents are made aware of how their children are progressing or that all areas of the curriculum are fully explored.

The manager is supported by area managers who visit regularly to help solve any issues. Further support is received from teaching advisors in the local authority who regularly monitor the progress children are making towards the early learning goals.

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

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

Not applicable

#### **Complaints since the last inspection**

Concerns were received on 26 September 2005 relating to National Standard 3 – Care, learning and play and National Standard 8 – Food and Drink. An unannounced visit was made on 10th October 2005. The childcare inspector discussed the complaint and additional concerns that came to light during the investigation visit. As a result of the visit actions were raised to ensure the registered person met the National Standards.

The registered person has responded to the actions and remains qualified for registration.

### **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 satisfactory.

## 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 temperature in the milk fridge is regularly monitored and that staff preparing food for children receive appropriate training
- make sure regular observations are undertaken on all the children attending
- ensure the key worker system is implemented appropriately for children under two years
- ensure all staff receive Induction training when first starting at the setting.

### **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 have opportunities to know how to operate simple equipment and to develop an awareness of their local community
- develop the mathematical programme to enable children to use and recognise numbers in everyday play
- make sure parents are kept informed about children's progress
- make sure parents are informed about the Foundation stage of learning prior to their children receiving funding

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