

# The Studio Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	143814
<b>Inspection date</b>	29 May 2007
<b>Inspector</b>	Martha Naa Ahimah Darkwah
<b>Setting Address</b>	93 Moore Park Road, Fulham, London, SW6 2DA
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<b>Registered person</b>	Jennifer Williams
<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 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 Studio Day Nursery is privately owned. It opened in 1987 and operates from six rooms in a converted house in Fulham in the London Borough of Hammersmith and Fulham.

A maximum of 50 children may attend at any one time. The nursery is open from 08:00 to 19:00 Mondays to Thursdays and 08:00 to 18:30 on Fridays for 51 weeks in the year. There is no outside play area and the children are taken out daily for outside activities to the local parks.

The nursery currently employs eight staff including the manager. Of these, five staff including the manager hold appropriate early years qualifications.

There are currently 63 children aged under five years on roll. Of these, 37 children receive funding for nursery education. The nursery supports a number of children who speak English as an additional language. Children with learning difficulties and disabilities are fully integrated in the nursery.

The Nursery follows Montessori methods and the Early Years Foundation Stage for children's learning and development. The Nursery receives support from the Early Years Childcare and Development Partnership, in Hammersmith and Fulham.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The environment is kept clean to a good standard to help safeguard children's health. The children are encouraged to take responsibility for their personal hygiene through their daily routines and the care of the two Guinea pigs. As a result, they are developing increasing awareness of healthy living and hygiene related to pet care and daily life.

Children's health is fully supported by staff members who are trained in first aid and emergency procedures. Staff members follow 'Individual Treatment Plan' about children's allergies, action to be taken, specialist equipment and persons to administer medications have training to do so effectively. For example, nut allergy or other allergic reaction. Effective policies and procedures are in place for first aid and accidents, thereby helping to ensure children are well looked after. They are protected from infection because staff members follow appropriate hygiene procedures. For example, staff use disinfectant sprays to wipe the tables before and after lunch and snacks times.

Children are independent in self-care skills and know why they wash their hands after using the toilet and before eating or after engaging in outdoor activities. Staff follow clear procedures to ensure that children who become ill while attending the nursery receive appropriate attention and that their parents are informed.

Children benefit from a healthy lunch and snack menu. For example, a variety of fruits, vegetables, minced meat, Yorkshire pudding, and rice are offered. They sit in small groups to enjoy their meals and snacks in a very relaxed and social atmosphere. This fosters their social skills and promotes good manners. Staff members are aware of children's dietary needs and food preferences because these are discussed with parents. As a result, children's individual dietary and cultural needs are taken into account. A good system in place to enable staff to have easy access to a chart of what children can and cannot eat is fully effective. Children are developing a fondness for healthy foods because fresh fruit and raisins are provided at lunch and snack times. Drinking water is available in a jug at lunch times for children to help themselves.

Children enjoy fresh air and exercise everyday. They thoroughly enjoy a range of energetic and quieter games in the nearby secure playgrounds. Children use equipment such as climbing frames, merry-go-round and hoops very confidently. They are developing good coordination and control over their bodies as they ride on the merry-go-round and run around playing group games such as parachute games. They understand the importance of taking regular exercise as a way of maintaining a healthy lifestyle.

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

The provision is satisfactory.

Children are cared for in a child focused environment. They are very happy in the setting. The play room is bright and welcoming for children. Good use is made of the nearby playgrounds.

Children have daily fresh air and exercise and enjoy vigorous and quieter activities are arranged to allow children to pursue interests in which they feel safe and at ease.

Activities for children are arranged attractively at their level in the learning environment. This enables children to have easy access to a range of good quality toys and equipment, which are appropriate for their age and development and according to their interest. Low level and open shelving allows children to independently access their chosen activity. Children use a good range of developmentally appropriate resources, which enhance their play and learning. Resources used are well maintained, clean and safe. Activities are carefully selected and planned in advance to ensure that they are suitable for the children.

Children's risk of accidental injury is reduced because staff members ensure safety measures are met. For example, toys and equipment are checked on a regular basis to reduce any hazards. Staff members conduct written risk assessments and safety policies and procedures are in place to further protect the wellbeing of the children.

A well organised registration and signing in and out system ensures children are safely accounted for whilst in the setting and on outings to the nearby playground. Staff members take positive steps to promote safety within the setting and on outings. They ensure all children have equal chances to learn how to cope with the daily trips to the nearby playground and take proper precautions to prevent accidents.

All fire fighting equipment show the current date of inspection and maintenance in line with Health and Safety Executive requirements. However, cleaning programme for the conservatory ceiling and blinds is not secure.

Children are effectively supervised as correct ratios are maintained. Staff members are well deployed in the play room, when using the nearby playgrounds, parks and when on outings. Staff members follow good systems to ensure children are collected by the authorised person. Children are learning about staying safe. They are aware of evacuating the building in an emergency because they practise with the staff regularly. Staff members keep a good record of fire drills in sufficient details.

Children's welfare is safeguarded through the staff's good understanding and knowledge of child protection matters; they have procedures to follow should they have concerns about the wellbeing of a child. Staff members demonstrate satisfactory knowledge and understanding of what to do if an allegation is made against a member of staff. However, the written procedure in place does not clearly outline what steps will be followed in the event of an allegation being made against a member of staff to ensure consistency and help protect children further.

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

The provision is good.

All children are enjoying their time at the nursery. Young children benefit from staff's knowledge and understanding of the Birth to three matters framework through planning which is fully implemented. Children benefit from a nurturing, supportive and caring environment which allows them to enjoy a range of first-hand experiences. The daily routine ensures that children have a familiar and consistent environment, which enhances their feeling of security.

Children are generally engaged in the activities provided and are beginning to learn to share and take turns. They are happy and eager to participate in the activities provided. They

concentrate well on their chosen activities. Children have ample opportunities to be creative. Children are developing good independence as they help to tidy up and choose activities in which to participate. They are kind and considerate towards each other and they play well together.

The younger children's care and wellbeing is promoted, as the staff have an understanding of how to meet their needs. A range of activities are planned to encourage development in all areas. The nursery incorporates the Birth to three matters framework into the planning of activities and this supports children's learning effectively. Children are participating in activities which are appropriate for their age and stage of development. Children are developing their imagination as they play in the home corner. Learning in this area is meaningful as the props and resources were limited to encourage children to gain fully from the activity. Additionally children have access to a range of practical life activities such as shoe polishing, pouring activities.

Children enjoy quiet and relaxing times as they listen to stories. They enjoy taking part in action songs where they giggle and laugh as they control their bodies. Children respond positively to counting songs and stories on tape and story time led by staff, and they are beginning to listen attentively in family groupings and age groups. They giggle and their attention is sustained. Their vocabulary is developing as the staff members ask open ended questions to encourage them to think and talk. For example, the staff members ask "Why is the Sky blue? Why do babies cry?"

#### Nursery Education.

The quality of teaching and learning is good. The management team have a clear understanding of their roles and responsibilities and lead the staff team to deliver an effective nursery education programme for children. Staff members have a clearer understanding of their roles and responsibilities and they feel supported and guided by the management team.

Staff members are working directly with the children in small groups and they make good use of space, time, and resources. Clear planning, evaluation and assessment procedures are in place to ensure children's on going learning intentions and opportunities. The key worker system enables staff to monitor the children's progress effectively to help them. An effective system in place to identify the next step in children's learning is used to inform the next planning stage. Staff members are keen to continue to develop the educational provision for funded children. The quality of education is monitored by the person in charge.

Children enjoy learning through play and they are able to sit and concentrate during chosen activities. They are developing their independence skills as they make choices and help themselves to a wide range of resources.

They are practising their early writing skills. They paint and draw using painting brushes, crayons and pencils on paper, whilst sitting at table or standing before an easel. Children are developing their hand-eye coordination as they build with bricks and handle books appropriately, turning the pages.

Children enjoy problem solving as they count, do puzzles, sort and match by colour and type. Children have fun building towers with bricks. They begin to use mathematical language during their play for example, circles, squares, taller than, big and small. Children are well supported by staff members that are skilled at encouraging them to extend their experiences by listening and talking with them.

Children are exploring and investigating their environment. They are developing a good understanding of the world in which they live in. They enjoy using a range of equipment such as magnifying glass, globes, telephone and computer confidently. However, children's access to programmable materials is limited therefore they spend little time finding out about and using information, communication technology or how things work.

Children enjoy listening to stories every day and choose and handle books well in the book corner. They are developing their imagination during role play experiences as they play in the home corner. Children have opportunities to use programmable toys and information technology and spend time finding out about how things work. They are learning about living things as they look after the Guinea pigs, plant bulbs and seeds. Children are making steady progress along the stepping stones of the Foundation Stage.

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

The provision is good.

Children enjoy quiet and relaxing times as they listen to animated stories. They are developing confidence and self-esteem as they express their own thoughts and ideas. Children are learning about the world they live in and the beliefs of other people through planned activities. Children have access to a range of resources that give positive images of culture, ethnicity, gender and disability. They enjoy participating in festival celebrations such as Chinese New Year, Christmas and Easter. As a result, children's spiritual, moral, social, and cultural development is fostered.

Children with learning difficulties and disabilities are fully integrated within the setting. The Special Educational Needs Coordinator has obtained appropriate training to support children efficiently within the setting working closely with parents. Staff members have developed good relationships with other relevant professionals to meet children's needs. Children are happy and content and are able to make appropriate progress in their development.

Children with English as an additional language are very well supported within the nursery. They settle well because staff members find out some basic words in the child's first language and provide resources such as cards with simple pictures to help children to begin to communicate their needs.

Children are learning to manage their own behaviour and they show kindness and consideration towards each other. They are engaged in meaningful play so their behaviour is good. Children are learning to distinguish between right and wrong, through example and positive encouragement by staff. Children receive appropriate praise and encouragement, to enhance their self esteem and confidence.

There are appropriate systems in place to share information with parents and carers. Information is shared in different ways. For example, verbally, use of a notice board, information sheets and regular news letters issued every other month. These systems contribute to children's care and welfare in a positive manner.

Partnership with parents and carers in relation to nursery education is good. Clear information is given to parents about their children's progress towards the stepping stones. This contributes positively to children's wellbeing. Parents and carers have some opportunities to be involved in their children's learning and this is being developed by the setting. Useful information about children's care, learning and welfare is available in the parents file and on the notice board. Parents gave very positive feedback when questioned. For example, they are very happy with

the care and attention their children receive in the setting. A complaints procedure is in place and shared with parents. In line with current legislation, there is a system in place to have a record of any complaints made by parents relating to the National Standards.

## **Organisation**

The organisation is good.

Leadership and management for nursery education is good. The owner manager is committed to the improvement and development of staff. They are encouraged to update their knowledge by attending regular training. Continuous improvements are made to the nursery, and there are clear systems in place to monitor and evaluate the effectiveness of change. This is reflected in good practice which results in the children being very happy and contented in the nursery.

Children benefit from the combined knowledge of the staff team. Staff members are encouraged to develop their skills and knowledge by attending various courses, for example, Foundation Stage of Learning and Birth to three matters framework. Additionally, staff members have attended workshops on mathematical development, child protection, and fire risk assessment. Staff are sufficiently deployed which means that children are adequately supported.

The areas used by children are generally well organised. Indoor space is set to enable play opportunities for children. All legally required documentation, which contributes to children's health, safety and wellbeing, is in place. Children's individual records are maintained well and shared with parents, which ensures the appropriate care is provided to the benefit of children.

The nursery owner manager follows clear systems in order to monitor the quality of teaching. She understands her responsibilities for ensuring that all staff members who work with the children are suitable to do so. Trainees are suitable inducted and understand their roles and responsibilities. Sufficient staff are employed so that there are contingency arrangements to cover break times and absences.

All legally required documentation is in place, including recording systems for the giving of medication, noting accidents and suitable registration systems for both staff and children. Documentation is stored methodically, securely, confidentially and is ready for inspection.

Overall, the staff work effectively as a team and children are having fun as they learn and develop. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider agreed to improve the record of attendance to include hours children and staff attend. Improvements have been made to record of attendance for staff and children. For example, a record is made of the time of arrival and departure.

At the last nursery education inspection the provider agreed to ensure that story times met the educational needs of all children particularly four year olds. Promote spontaneity in children's play, plan clearly to identify learning intentions and improve methods of obtaining and sharing information with parents. Improvements have been made to story times to allow children to have a balance. They enjoy stories both in mixed groups and within their age groups. Children's routine offer spontaneous play opportunities for a greater part of the day. The staff have weekly planning sessions and have developed planning, recording and assessment to enhance and support children's learning.

All these factors have resulted in a higher level of knowledge and skills within the nursery from which children benefit greatly.

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

Since April 2004, 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):

- ensure the written child protection procedure includes the guidelines to be followed in the event of an allegation being made against a member of staff
- improve the cleaning programme for the conservatory ceiling and blinds

#### **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):

- improve children's access to programmable materials and exploring and using information, communication technology or how things work.

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)