



## Asquith Nursery - Kingston

Inspection report for early years provision

<b>Unique Reference Number</b>	EY288697
<b>Inspection date</b>	24 January 2006
<b>Inspector</b>	Sarah Street
<b>Setting Address</b>	49 Lower Kings Road, Kingston upon Thames, Surrey, KT2 5JA
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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, Kingston is one of many nurseries run by Asquith Court Nurseries Limited. It opened in 1994 and operates from a converted chapel. It is situated in a residential area in Kingston upon Thames, Surrey. Local transport links are near by.

The nursery is open each week day from 08:00 to 18:30 for 51 weeks of the year. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 99 children from 3 months to 5 years on roll. Of these 21 receive funding for nursery education. The nursery currently supports a number of children with special needs and who speak English as an additional language.

The nursery employs 28 staff. Of these staff; 14, including the manager hold appropriate early years qualifications. A further 2 staff are working towards a qualification.

The setting receives support from the local authority childcare and development partnership, special needs co-ordinators, portage workers and Asquith Court's childcare and education team.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy a varied range of physical activities which contribute to their good health and enable them to develop their large and small muscle skills. Children have regular access to fresh air as staff make good use of the garden. For example, even on cold days the children put on their coats and go outside at least once a day. In the garden the children practise their climbing, balance, steering and throwing skills as they competently use the climbing frame, bikes, hoops and balls. Activities which include fitting puzzle pieces, cutting, rolling, drawing, weaving and pouring enable the children to develop their small muscle skills. Children are developing their understanding of looking after their bodies. When they were helping themselves to a drink they stated 'we're thirsty'.

Children begin to understand about the importance of keeping healthy as they choose a healthy snack and help themselves to drinking water. Children have access to hot water, liquid soap and paper towels which encourage good hand washing practices. Ensuring that children always wash their hands before eating will reinforce these practices.

Children enjoy a healthy and well balanced diet which the cook freshly prepares. Babies have fresh milk as staff prepare these on the premises. Children learn that meal times are social occasions as staff sit and support them.

Accidents are effectively dealt with as each room has staff who have current first aid training. First aid boxes are accessible in each room. The clear recording of accidents and the sharing of this information with parents allows them to watch for any further symptoms which may develop.

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

The provision is satisfactory.

Children are cared for in premises where staff are vigilant about safety. For example, staff quickly noticed when a child picked up an object which may pose a choking

hazard. Staff are able to evacuate the premises in an emergency as they have a good understanding of the procedures and records show these are regularly practised. Babies are safe at mealtimes as staff ensure they have harnesses when using low or high chairs. In the garden staff ensured the ice did not pose a slipping hazard as they prevented children's access to this area.

There are sufficient toys and equipment to meet the needs of all the children. However, systems to minimise the risk of cross infection are not always sufficient as some of the carpets, toys and equipment are unclean and unhygienic. For example, two of the changing mats are split and may harbour germs, soft body dolls and imaginative play equipment is unclean and some carpets are stained and unclean.

Children do not always play in comfortable temperatures. There are systems to monitor the room temperature but these are not always in the correct place. For example, in one of the rooms the monitor is in the bathroom which was cool. The play room became very hot which was indicated by the children's red faces.

Staff have a clear understanding of when they may have concerns that a child is at risk from abuse. Staff attend training and are aware of their responsibilities to report any concerns. The accessible referral procedures ensure this can happen without delay.

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

The provision is satisfactory.

Happy children enter the setting, easily separate from their carer and choose what to play with. Friendly and caring staff help this transition as they warmly welcome the children. Children who are unsettled receive supportive attention and this helps them participate.

Babies happily explore a range of stimulating toys which are suitable for their age and stage of development. Staff have good relationships with the babies and support their development by sitting on the floor with them and interacting. For example, when a child went to the book area and selected a book staff went over to the child and they shared the book together. Staff demonstrate their clear understanding of the Birth to three framework as they plan their activities against the four aspects. For example, for competent learners, children explore a range of activities which include construction toys, junk modelling, musical instruments and play dough.

Children in the nursery room have good relationships with the staff and are happy to go to them for cuddles and support. Staff respond warmly to them. The organisation of some activities do not always maintain children's interest and encourage their development. For example, during the cooking activity all the children were expected to join in. As there was only one bowl which they all had to share the children had to wait a long time for their turn.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children generally progress well,

supported by staff's knowledge of the foundation stage. Clear plans cover all areas of learning and demonstrate that staff are able to plan activities which encourage children to play and learn. However the routine of the day is not always carried out which means children do not have sufficient opportunity to make progress. For example, during the two days the inspection took place the planned number and letter work did not take place. Staff accurately record what the children can do. Demonstrating how staff use these observations to plan for children's next stage of learning will support each child's development. Staff are able to extend learning and use language which helps children's thinking. For example, when the children were discussing the weather and talked about sun and rain, staff took the opportunity to discuss rainbows. When looking for helpers staff say 'my first helper has brown shoes and blue trousers'.

Children are confident to select what they would like to do and have good relationships with each other. For example, when a child wanted a knife at the play dough her friend said 'I'll get one for you'. Children work effectively together. At tidy up time they respond quickly to staff's prompts to tidy up and this is soon done. Children are confident when talking to staff and each other. Staff use open ended questions to prompt thinking. Children enjoy listening to stories and handle books with care. They understand that writing has a variety of purposes as they explore lists, phone books, postcards and bills. Children approached the writing area and confidently drew pictures for their shopping list. Some children write recognisable letters. There are not enough opportunities for older or more able children to hear and say the initial sounds in words. Children are competent when working with shape as they correctly name, match and sort them. They use scales to explore weight. There are not enough opportunities for children to use numbers as labels and for counting. Children regularly learn about people who help in the community and know what their roles are. For example, children stated that fire fighters 'put out fires' and 'rescue us' and police officers 'stop bad people'. Children learn about cultures which are different to their own in a meaningful way. For example, for Indian week they dressed up, painted henna on their hands, made samosas and danced to Indian music. Children competently design and construct using two and three dimensional materials. Children have good imaginations and regularly use these to carry out detailed games using items in the room to extend their game. For example, children took toys from the shelves, put them in a pile and stated 'we're off to the airport'. They then 'strapped' themselves into their seats. Children happily enjoy malleable items such as dough and spaghetti. They enjoy singing and use instruments to explore the sounds music makes.

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

The provision is satisfactory.

Children feel valued as staff are aware of their individual needs and take time to support these. Good support for children with special needs ensures children can fully participate. Staff work closely with parents, special needs co-ordinators and portage workers. Staff introduce some sign language and this helps children understand that speech is not the only form of communication. Children have access to some resources which give positive images of culture, gender and disability. These

include books, puzzles and some imaginative items. Providing more imaginative resources will support children in developing their views of the range of cultures in society.

Children behave very well and regularly use please and thank you without prompting. Staff are positive role models who do not shout and manage behaviour effectively while not discouraging the children. For example, during circle time all the children started to talk at once. Staff calmly responded saying. 'it's lovely you all have ideas but I can't hear if you all talk at once'. Staff effectively use diversion to manage younger children and their consistency helps children feel safe with the boundaries.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. A good exchange of information ensures consistent care and parents are happy with the setting. Feedback received by the inspector includes 'I am very satisfied and any issues are quickly dealt with', and 'staff are friendly and caring'. Plans are on display which ensures parents are aware what their child is doing and enable parents to support their child's learning. Not all parents have seen their child's records or reports as they were unable to attend parents evening. This does not enable them to contribute to these records and help plan for their child's next stage of learning.

## **Organisation**

The organisation is satisfactory.

Effective recruitment procedures ensure that staff working with children are suitable to do so. Prospective staff spend time in the setting prior to a job offer. This enables staff to assess their interaction with the children. Clear induction procedures ensure staff are aware of their roles and responsibilities. Staff develop their childcare knowledge and keep up to date with current practice as they regularly attend training.

All legally required documentation which contributes to children's health, safety and well being is in place. Records are very neat, well organised and confidentially stored.

Leadership and management are satisfactory. Staff have a clear knowledge of the foundation stage as they attend training. Staff are given time out of the room to plan activities and regular staff and one to one meetings enable staff to discuss any issues they may have. Ensuring all parents of children who receive nursery education are able to regularly see their records, and contribute to them, will enhance the organisation of the setting.

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**

Since registration in 2004 there has been one complaint.

The complaint related to National Standard 1: Suitable Person and National Standard 13: Child Protection. The concerns raised were that two staff members had handled children inappropriately. The provider referred the matter to Social Services and Ofsted. Following an investigation by the nursery the staff involved were dismissed.

The provider remains qualified for registration.

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 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):

- effectively monitor the room temperature so that children play in comfortable temperatures
- make sure changing mats in babies and pre-school and the carpets, toys and equipment in all rooms are maintained in good and clean condition
- develop the imaginative resources which give children positive images of culture.

### **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 staff regularly support children in counting and recognising numerals. Make sure they support older or more able children to hear and say the initial sound in words.

- demonstrate how written observations are used to plan for children's next stage of learning
- make sure there are systems for all parents to regularly access their child's observations and reports. Ensure there is a system for parents to contribute to these and to help plan for their child's next stage of learning.

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