



Asquith Nursery - Guildford

Inspection report for early years provision

Unique Reference Number	EY283397
Inspection date	15 June 2005
Inspector	Gillian Cubitt
Setting Address	56 Epsom Road, Guildford, Surrey, GU1 3LG
Telephone number	01483 440299
E-mail	guildford@asquithcourt.co.uk
Registered person	Asquith Court Nurseries Limited
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?

Asquith Court - Guildford is part of the Asquith Court group of Day nurseries/ pre-schools. The large 3 storey building is situated at the top end of Guildford within close proximity to the town centre. It benefits from an enclosed outdoor play area plus a car park at the front of the building.

There are currently 100 children aged from 3 months to 5 years on roll. Of these 49 children receive funding for nursery education. Children come from the wider area of

Guildford in Surrey. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language. The children are cared for in groups according to their ages, with the babies on the top floor, pre-school children on the first floor and nursery age children on the ground floor. The outside area has been specifically designed for children with both a hard surface and grassed area.

The nursery employs 24 staff. Sixteen of the staff work directly with the children. Ten staff, including the managers, hold relevant early years qualifications. Five staff are working towards a relevant childcare qualification.

The nursery receives full support from their parent body and the Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from a very good selection of healthy meals throughout the day. Children always have fruit for their snack times. Children in the toddler room like to sing their 'snack song' before they eagerly sit down and share prepared pears and bananas. They smile and say 'yum' as they help themselves. There is always plenty of fruit so children are able to have more when they ask. The cook, who has a very good knowledge of nutrition and the specific dietary needs for nursery children, freshly prepares midday meals such as chilli, rice and casserole for all children. She purees the same food for babies. Children look forward to their lunch as they sit eagerly waiting for their food to arrive. Children quickly master self-feeding skills as they use their fingers and cutlery. They clear their plates and ask for more when they show staff that they have finished. Drinks are available throughout the day. Staff ensure that younger children have cups and bottles available whilst older children are able to access water at any time.

Staff lay the foundations of good hygiene practice from the very early stages. Children in the baby and toddler rooms recognise set routines and staff maintain excellent procedures such as wearing disposable gloves and aprons for nappy changing which helps prevent the spread of infection. By the time children settle in the pre-school they automatically go to the toilet and wash their hands. Children know that they must have clean hands before sitting down for lunch.

Children have the freedom of playing outside in all kinds of weather. They can sit and draw in the sheltered area whilst watching the rain. Some children put on hats and coats as they wish to go outside. When the sun comes out children go to staff for their sun cream. Children like to run, play football, catch bubbles and climb and slide on the purpose built frame. Staff provide an excellent, well designed outside play space for children of all ages; they apply their knowledge of Birth to three matters to ensure that the range of physical activity provides stimulating play experiences for babies and young children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff organise all levels of the three-storey Victorian building well to minimise the risk of accidental injury to children. Security features such as CCTV also help to ensure children's safety. Staff always accompany visitors whilst in the building although they do not always secure outside gates when they leave. Children happily play with their peer groups in rooms that are well planned and organised to meet their ages and stages of development. Babies crawl and toddle around in safety in their carpeted room with extra soft mats that protect them if they fall. Older children play on climbing frames that have been fitted with rubber tiled surfacing. Staff have a good understanding of safety requirements within the nursery and comply with health and safety requirements. Children play and use equipment and resources that are of good quality and suitable to their ages such as the purpose made small tables and chairs for babies and toddlers. Children learn how to keep themselves and others safe by tidying up time and being careful when going up and downstairs.

Staff protect children. All new staff complete training at their induction and the child protection co-ordinator ensures that current staff update their knowledge. All staff are aware of their responsibilities and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages enjoy an environment that is rich with quality resources and toys that stimulate their curiosity and aids their development.

Babies and toddlers are very happy and settled with staff who show them plenty of care and constant attention. All rooms in the nursery are bright with coloured posters and children's work. Children play well together sharing puzzles, games and outdoor equipment. Music features throughout the daily organisation of the nursery in all areas. Staff sing soothingly to babies and toddlers especially like the beginning of the day when they sing enthusiastically their well-loved songs and dance to known rhythms. Children develop their confidence in their security of their relationship with staff who are there for them each day.

Staff effectively work with the Birth to three matters programmes to promote all areas of children's development and are beginning to link this is to the Curriculum for the foundation stage.

Nursery Education

The quality of teaching and learning is good. Children make progress as staff feel secure in their knowledge of the Foundation Stage. They are all involved in planning and take turns in organising the weekly programme, linking in activities to the six areas of learning. Staff know children well, they make observations on children's achievements and use tracker books so they can mark off children's progress along the stepping stones. Staff however, do not use this information in their planning

programme to meet children's individual needs.

Children with special educational needs are well supported and take part in all activities that are within their capabilities. They have their own individual education plan and extra staff are employed if required to meet children's specific needs.

Children learn from the quality and diversity of resources that are available to them. Their independence grows, as they are encouraged to make their own choices and decisions. For instance when children tidy up they place a marble in a jar, when it is full the whole pre-school receives a surprise. Children write with confidence. They prepare shopping lists in the home corner as well as concentrating on a different letter each week such as 'd' for daddy. They imagine what it is like to be daddy. They bring in photographs from home; they dress and enjoy role-play pretending to go to work in an office. They experiment with calculators and other resources such as computers and tills. This promotes their awareness of numbers and other aspects of their outside world. Children are excited when it is time to play outside. Whatever the weather, they know that they have to put on the correct clothing such as sun hats for hot weather, rain coats when it is cloudy. They extend their physical skills well with the excellent range of equipment available such as climbing apparatus, balls and wheeled vehicles. Some children prefer to sit outside with paper and crayons to create their own pictures, others like to explore with the sand or sensory materials.

Children feel at home in their nursery where they have their own personal peg and work drawer where they proudly put their finished work. They hold hands with their friends and help each other lay tables for lunch. Children are keen to help and eagerly offer their assistance to other children and staff.

Helping children make a positive contribution

The provision is good.

All children from different cultural backgrounds and special needs are welcome. Photographs and posters depict children from around the world and children can recognise their own language from the multi-cultural welcome poster at the entrance. Children are polite, they are sensitive to the needs of their friends and work together well within groups, taking turns and putting their hands up when they would like attention. Staff are good role models, they show sensitivity and respect for children and in return, children behave well and show consideration to others. Children develop their spiritual, moral, social and cultural awareness through all aspects of their learning.

Staff firmly establish a good partnership with parents. Staff make effective use of the early development tracker books that they use for all age groups to inform parents of their child's stage of development and learning, although systems are not yet in place for parents to provide staff with information about their child's achievements prior to starting the pre-school section of the nursery. Parents are welcomed into the nursery and they know they can access children's work and observation records in their personal drawer. Staff ensure that parents are well informed through the use of the notice board, informative newsletters and verbal feedback each day. Parents are made aware of the procedure for uncollected children although this is not included in

their information pack. Managers always have an open door policy as well as staff arranging, twice-yearly, formal consultations.

Organisation

The organisation is good.

The provision of resources and systems to ensure that babies and young children make progress is sound. Clear policies and procedures for the daily routines are well established for children's well-being and safety. Staff are knowledgeable on all aspects of the National Standards.

Leadership and management is good. The parent company is fully supportive and the two managers work together well to promote staff's motivation in their work and professional development. Through set routines for team meetings, supervision and annual appraisals, staff feel supported and valued. The new system however of using supply staff for staff's absence is not yet fully operational and, although they are made to feel welcome, there are no written procedures to ensure that their skills are well utilised. Most staff are qualified to a high standard and the managers ensure they access relevant training. Staff willingly remain after the nursery closes to update their knowledge and skills on aspects such as Birth to three matters. Staff are now confident in this area and are now beginning to link the tracker books into the Curriculum Guidance for the Foundation Stage so children's next steps in their learning can be effectively planned. As a result, the progress of children of all ages is consistent and, overall, the needs of all the children who attend are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There has been one complaint since registration. This was received from a parent who had concerns relating to Standard 11 - Behaviour in that a child had been bitten whilst attending the setting and that staff did not know how to deal with behavioural problems. There was also a concern under Standard 2 - Organisation in that there were insufficient staff to monitor the children.

Ofsted asked the Provider to carry out an internal investigation and report to Ofsted with 10 days. The management responded immediately with a detailed letter enclosing copies of the staff and children's register together with their behaviour management policy. At an unannounced inspection visit on 16 June 2005, the inspector observed that there were sufficient staff in place and children's behaviour was managed well. Ofsted are satisfied that the systems and procedures in place meet the requirements under the National Standards and no further action needs to be taken.

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 that supply staff are closely supervised at all times and have clear guidelines of their duties and responsibilities
- include the information about lost or uncollected children in the information package for parents

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):

- extend staff's knowledge of the stepping stones to ensure that children have written targets, that are linked to planning, for the next stages of children's individual learning
- develop the induction pack to include information from parents on children's achievements and knowledge prior to starting pre-school

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk