



Asquith Nursery - Balham

Inspection report for early years provision

Unique Reference Number	EY286661
Inspection date	06 July 2005
Inspector	Pamela Bailey
Setting Address	36 Radbourne Road, Balham, London, SW12 0EF
Telephone number	020 8673 1405
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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 inadequate - notice of action to improve. The registered person does not meet 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 Nurseries - Balham is one of a chain of nurseries run by Asquith Nurseries Limited. It opened in 2004 and operates from four rooms in former school premises refurbished to accommodate the nursery. It is situated in a residential area on the borders of the London Boroughs of Lambeth and Wandsworth. A maximum of 63 children may attend the nursery at any one time. The nursery is open each week day

from 08:00 to 18:00 for 50 weeks per year. All children share access to a secure enclosed outdoor play area.

There are currently 81 children under 8 years on roll. Of these 14 children receive funding for nursery education. The nursery supports a number of children who speak English as an additional language.

The nursery employs twelve staff. Six of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well planned daily routines and many are independent in self care skills such as washing their hands before and after meals and after using the toilet. Babies and young children are protected from the spread of infection. For example, good procedures consistently carried out by staff such as wearing disposable gloves and aprons for nappy changing sustains high levels of hygiene.

Children benefit from a healthy diet. Babies and younger children are offered drinks through out the day whilst older children help themselves to water at any time. Children enjoy varied and nutritious meals and snacks. These comply with all special dietary requirements to ensure children remain healthy.

Staff use the Birth to three matters and curriculum guidance well to provide a good range of physical experiences for babies, younger and older children. All are able to rest or have quiet time according to their needs. Children have good opportunities to use a wide range of large indoor and outdoor equipment for a variety of purposes. Babies and children are set challenges to develop their physical skills such balancing independently or when using equipment, manoeuvring wheeled toys around obstacles and climbing apparatus both indoors and outdoors. They are learning how to catch and bat balls and most children use the climbing equipment with confidence. Less able children are encouraged and support by staff well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment. Children use a sufficient range of safe, good quality and developmentally appropriate resources many of which promote equality of opportunity. They move around freely and safely independently selecting activities and resources from tables, trays and boxes at child height.

Children are secure and confident in the well designed, well maintained setting which

has good safety and security precautions in place such as an TV monitoring and intercom system. Children are developing their awareness of safety as they regularly practice fire evacuation. Their awareness of everyday safety inside the setting increases as staff remind them not to run indoors .

Children's welfare is fully safeguarded and promoted. Staff have secure knowledge and understand of their roles and responsibility in the protection of children. For example, they ensure that the appropriate policies and procedures are in place, visitors sign in and out and children are collected and signed out by authorised persons.

Helping children achieve well and enjoy what they do

The provision is inadequate.

There are major differences between the quality of experiences offered to babies under eighteen months and those provided for other children.

Although babies benefit from routines which are consistent with their experiences at home, non mobile babies appear to be bored and take very little interest in their surroundings. They do not explore or enjoy the manufactured toys they are presented with. Mobile baby's development of language is hindered because staff do not acknowledge means of communication and have very little positive interaction with the babies.

Young children between eighteen months and three years are confident in their relationship with staff and are beginning to play happily together and with staff. Young children enjoy a range of experiences which enables them to use their senses and creative abilities. They enjoy the textures of natural materials and the colours and sounds of manufactured toys. Children are becoming confident communicators as they share ideas in their play, for instance during role play and improve their communication skills through sensory experiences, musical activities, gestures, singing and stories.

Nursery Education

The quality of teaching and learning is good. Children are making rapid progress towards the Early Learning Goals because most staff have secure knowledge and understanding of the Foundation Stage. Staff use on going observations and the stepping stones effectively to identify achievements and plan the appropriate next steps in children's learning.

Children are able to express themselves freely in numerous imaginative ways and are promoted very effectively through dance, music, movement. Children speak clearly and confidently, holding lengthy conversations with adults and peers. Staff skilfully plan and support activities to extend children's language through asking questions and giving new information. Children learn letter sounds and rhyming words through familiar stories and songs. They write for a variety of purposes such as labelling their own work and making story books and alphabet frieze. They are confident to spell their name aloud and sound letters as they do so. Children readily

select books to share with each other and staff and understand that print carries meaning.

Children are keen and motivated to learn. They concentrate and become highly involved in activities. They play well together and learn to take turns and share. Children have lots of opportunities to develop their independence through practical experiences such as pouring drinks and serving themselves at meal times. They are able to take care of their personal needs. Staff ensure that the room is well organised with a good range of good quality equipment and resources. Activities are accessible and allows children to self select and make choices.

Children confidently count to over 20 and are clearly able to group objects, however opportunities were missed for younger children to make comparisons such as more or less and more able children to learn about adding and subtracting. Their awareness of weight and capacity is exploited through resources such as sand, water and cooking. A variety of creative activities encourages children to explore and experiment with texture, shape and space.

Children are learning about the world they live in. Well planned activities, use of the outdoor area and outings offer the children lots of experiences such as learning about people in the community, living things, the natural world and different cultures. The children have opportunities to explore information technology using the computer and head phones and tapes to listen to stories.

Children enjoy physical play outdoors. They are confident to take risks as they sit and ride skilfully around obstacles courses they made from large foam shapes. Role and jump in and out of hoops. They use the climbing equipment well and less able children are encouraged and support by staff. Children are able to build and construct using a variety of materials such as in wood, boxes, sand, art and craft materials.

Helping children make a positive contribution

The provision is good.

Children show a sense of belonging. They seek out staff and give cuddles willingly, greet each other and staff on arrival and join in group. Children are friendly and speak confidently, they share their experiences about nursery and home and show appreciation for other children's input during session by praising and clapping for each other. They show curiosity by questioning the inspector's role and are proud to introduce them selves and show off their work. They except praise with smiles and become more confident in approach.

Children come from a variety of ethnic backgrounds and children with English as an additional language are fully integrated in the setting. There are effective arrangements to care for children with special educational needs although none currently attend whom receives educational funding. Staff ensure that resources positively represent the children who attend as well as the individuals from the wider community. This helps children develop a positive attitude to others.

Children are well behaved because staff use good strategies to promote positive behaviour and consideration for others. They give children clear and consistent boundaries. Their calm and polite manners sets a very good example for children. They respond well to staff requests such as tidy up and help organise the area for snacks. Staff encourage children to resolve their own differences which helps them to share, take turns, work independently and show concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children's benefit from a two way sharing of information between parents and staff to enhance their learning and ensure that children's individual needs are appropriately met. Parents receive information about the nursery's policies, procedures, children's achievements and are involved in planning the next steps in their children's learning. Staff ensure that they obtain the necessary consent to emergency treatment, outings, photographs and details of authorised persons for collection is recorded.

Organisation

The organisation is inadequate.

Induction training, policies and procedures are in place and work very well in practice to keep children healthy and safeguard their welfare. However, too little is done to ensure that the range and quality of activities for babies under eighteen months is good enough; this has an adverse effect on their development. Although sufficient staff are appropriately qualified, the manager has not ensured that those working with the babies has sufficient experience and training to help them achieve well. Areas of improvement have been identified such as staff training on the Birth to Three Matters framework however have not yet drawn up clear plans to achieve their aims.

Leadership and management are Good. Staff have good knowledge of the Curriculum Guidance for the Foundation Stage and apply it well. They plan interesting activities and know what they want the children to learn from them. Children have access to a good range of equipment and resources which staff use well to support children's progress in all areas. Staff have well established systems to review and develop the provision for nursery education and their teaching is regularly monitored and evaluated by the manager. Very detailed and thorough recording and assessment systems are used to check and record the children's progress towards the early learning goals and targets are set for each child.

The lack of systematic monitoring means the recording systems for babies continues unnoticed and staff have little useful information to move babies on in their development. As a result the progress of children in the different age groups is inconsistent. This means that, overall, the needs of all children who attend are not met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- develop and implement a consistent policy for children's learning across the setting and monitor its impact
- improve staff's understanding of how to promote babies development and learning

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

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):

- provide opportunities for three and four year olds to make comparisons in numbers and develop an understanding of addition and subtraction

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