



## **Asquith Nursery/Creche - Moortown**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY282992
<b>Inspection date</b>	10 August 2005
<b>Inspector</b>	Duncan Gill
<b>Setting Address</b>	C/o David Lloyd Leisure Club, Tongue Lane, Leeds, West Yorkshire, LS6 4QW
<b>Telephone number</b>	0113 2369931
<b>E-mail</b>	
<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## 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?

Asquith Nursery and Crèche was registered in 2004 and is owned by the Asquith Court Nurseries Limited chain. It is situated in the David Lloyd leisure club in the Moortown area of Leeds. The setting is registered to provide care for a maximum of 75 children at any one time. The nursery operates Monday to Friday, all year round, from 08.00 to 18.00 and the crèche operates Monday to Friday 09.00 to 17.00, Saturday from 10.00 to 16.00 and Sunday from 10.00 to 14.00. Children attend from

Leeds and the surrounding areas.

There are currently 120 children on roll. Of these, twenty one 3-year olds and eight 4-year olds receive funding for nursery education. The setting currently cares for children who speak English as an additional language and has no children attending with special educational needs.

The nursery employs 16 staff, 11 of the staff hold appropriate early years qualifications, with five staff working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children begin to develop an excellent understanding about the importance of healthy practices through effective staff explanations, activities and monthly topics. They learn to practice good routines of personal hygiene by following well planned daily routines and older children fully understand the reasons behind these. For example, washing their hands to get rid of germs. Children are kept safe from the spread of infection as staff fully implement comprehensive hygiene procedures to ensure they are cared for in a very clean and hygienic environment. For example cleaning toys, wearing gloves and aprons for food handling and regular cleaning checks. Most routines in place ensure children's health is promoted. There are effective arrangements in place for ill children and the administration of medicines, however sleeping arrangements do not always meet children's individual needs.

Children develop a very positive approach to physical exercise and enjoy daily access to outdoor play using a good range of equipment such as bikes, slides and a climbing frame to develop good balancing and climbing skills. Staff effectively use Birth to three matters to encourage young children to develop self confidence in their physical development and acquire new skills. Older children consistently show a good awareness of the effects of exercise on their body. They move with control, confidence and develop a good awareness of space. They competently operate equipment in a variety of ways, for example pushing, pulling, throwing, peddling and confidently use a range of tools including scissors, pencils and paint brushes.

Children are offered healthy and nutritious food during the day. Older children develop an excellent understanding about healthy eating, through age appropriate staff explanations, themes and activities such as food tasting. Young children are offered regular drinks throughout the day and older children can freely access drinks. Children's individual dietary needs are well met and staff follow detailed procedures to ensure food is safely prepared.

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

The provision is good.

Children are cared for in a very clean, bright and well maintained environment, which has good evidence of their play and activity. It is well organised so that children can move around freely and safely to independently select from a good range of well maintained toys, furniture and equipment appropriate for their age and stages of development. Children are very interested in and want to play with what is available. Toys and equipment are stimulating, fun, interesting and provide good age appropriate challenges.

Risks of accidental injuries to children are minimised through extremely vigilant staff, who fully implement detailed safety routines and thorough risk assessments on all aspects of the nursery. Children benefit from a good range of safety measures, for example heater covers, fire extinguishers and a fully secure outdoor play area. They develop a clear understanding about safety in the setting, through practicing emergency evacuation procedures and age appropriate staff explanations, such as requests to pick toys up from the floor to prevent someone tripping over. Children are well protected from possible abuse or neglect. Some staff have attended training and this is cascaded to other staff, who show a good understanding of the procedure to follow with any concerns.

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

The provision is good.

All children enjoy a wide range of interesting activities, which fully involve them and develop their imagination, language, mathematical thinking and creative development, for example role play, construction, arts and crafts. Their independence is well promoted. Older children pour their own drinks and wash their hands independently after messy play, toileting and eating. All children move around the setting confidently, freely accessing toys and equipment. Children are keen to communicate and build strong relationships with staff and other children. They are very happy at the setting and enjoy their time there. They thrive from strong relationships with staff, who are very interested in the children, asking questions to make them think and responding giving praise and encouragement. Young children and babies all round development is fostered through staff successfully implementing the Birth to three matters framework. They develop their self confidence and early communication skills well through high quality interactions with staff and begin to explore the world around them through a wide range of experiences including music, sensory activities, arts and crafts. Children's development is monitored through detailed observations and assessment records, which are kept on each child, although these do not clearly show planning to develop children's individual next steps in learning.

Nursery Education: The quality of teaching and learning is good. Staff have a good knowledge and understanding of the foundation stage curriculum. They have attended appropriate training and effectively use this to provide a broad range of experiences to further children's development in all areas. Children make good progress towards the early learning goals as staff fully implement clear and flexible planning. Detailed assessment records for each child clearly show children's approach to learning and their achievements, although they do not show planning for

children's individual next steps in learning. Children's interest in learning is stimulated in a well organised room, where resources are attractively set out and effectively used to provide good age appropriate challenges. Children are challenged to think and use their imagination, with the help of staff, who effectively use open questions and age appropriate explanations.

Children have a strong exploratory impulse, they are excited and motivated to learn and show a positive approach to new experiences. They build strong relationships with staff and other children and are keen to share experiences, talking about their family and home life. Children can successfully differentiate between colours and develop their imagination well through a good range of role play opportunities. They use all their different senses and confidently explore different textures, smells and tastes, through baking, arts and crafts.

Children successfully use size language in their play, for example big and little. They can competently count to five and beyond and more able children can recognise numbers up to nine. They show interest in number problems and are given good opportunities to practice their calculation skills. Children can correctly identify some shapes and show a good awareness of orientation, successfully completing jigsaws. They are confident communicators and clearly talk activities through, reflecting on what is happening. They enjoy books, accessing them independently and listening attentively to stories in small and large groups. They handle books carefully and begin to understand print carries meaning, for example recognising their names. More able children can write their names, correctly forming letters, although they do not have many opportunities to practice writing for a variety of purposes.

Children develop good ICT skills and confidently operate simple equipment, through regular computer sessions and through role play. They show good interest in the world in which they live, begin to comment and ask questions about the outside world and confidently recall past experiences, talking enthusiastically about people familiar to them.

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

The provision is good.

Children are highly valued as individuals and are treated with equal concern. Their individual needs are effectively met as staff use detailed registration talks and agreements to find out about children's allergies, special requirements, routines, likes and dislikes. Children develop a positive attitude to others and have good opportunities to learn about the wider world and community through topics, activities and a good range of resources to promote equality of opportunity. Effective arrangements are in place to care for children with special educational needs. The setting has a detailed policy, which staff know, to ensure all children reach their full potential. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents build strong and trusting relationships with staff and are kept fully informed about the nursery through detailed information about the setting and their child's development. For example newsletters, a parents handbook, assessment records, notice boards, parents evenings and

detailed daily written feedback for young children. Older children benefit from effective partnership with parents. They have good opportunities to be involved in their child's learning, through monthly newsletters with themes and ideas for parents to try at home.

Children behave very well. They take turns, learn to share toys and consistently show consideration for others. Children begin to understand right and wrong from consistent boundaries set by staff, who fully implement the detailed behaviour policy. They provide age appropriate explanations to help children understand the consequences of their actions and the reasons behind behaviour boundaries. Good behaviour is well valued and children receive lots of praise and encouragement throughout the day.

## **Organisation**

The organisation is good.

The setting is extremely well organised and rooms are laid out to maximise play opportunities for children. Staff regularly attend and update training and have a good knowledge of childcare and education, which they use to provide stimulating opportunities for all children. Staff are extremely well deployed, they consistently interact with children to give them effective support and encouragement, which helps them feel secure and confident. Detailed documentation is in place, regularly reviewed and fully implemented by staff, to help keep children safe and healthy. For example through detailed policies, routines, planning and the nursery has undertaken an accredited quality assurance scheme. Children benefit from a well structured day with clear and effective routines to ensure they enjoy their time at the nursery.

Leadership and management is good. Staff have attended training and have a clear understanding of the foundation stage curriculum to help children develop well in all areas. They use quality planning to provide a broad range of activities, with clear learning intentions for children. Effective induction arrangements help staff fully understand their roles and responsibilities and ensure children benefit from their time at the nursery. Effective review and appraisal systems help staff identify their training needs and their professional development has a positive impact on the children. Detailed Assessments' records are regularly updated by key workers, who monitor children's achievement and development, although these are not monitored to ensure planning for children's individual next steps are shown. The needs of all children who attend are met.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

There are no complaints to report.

## 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):

- develop sleeping arrangements to ensure children's individual needs are met
- develop children's assessment records to plan for their individual next steps in learning (also applies to nursery education)

#### 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):

- develop opportunities for children to practice writing for a variety of purposes.

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