

# Chiswick Toddlers World Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	116192
<b>Inspection date</b>	22 January 2008
<b>Inspector</b>	Maria Therese Conroy
<b>Setting Address</b>	St. Pauls Hall, Pyrmont Road, Chiswick, London, W4 3NS
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<b>Registered person</b>	Katherine Judith Brown
<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?

Chiswick Toddlers World opened in 1997. It is situated close to Strand on the Green Primary School in Chiswick, in the London Borough of Hounslow. The nursery operates from St Paul's Hall using two play rooms and a large hall.

A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18:00 for 51 weeks in a year. All children share access to a secure enclosed outdoor area.

There are currently 48 children on roll, of these seven receive funding for nursery education. Strand on the Green Primary School is situated next door and the nursery offers a wrap around service for children attending the nursery class.

The nursery employs 10 staff, seven of whom, including the owner, hold appropriate early years qualifications. There is one domestic staff who holds the required food hygiene qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted as staff follow good health and hygiene practices, they encourage hand washing before eating meals and clean tables down after each activity. Children's first aid and medication needs are attended to as six staff hold a valid first aid certificate and three staff have been trained to administer the epipen. Medication records contain all of the necessary details and a record of accidents is maintained. Children are learning to keep themselves healthy through planned topics such as when they make a winter food menu, talk about handling food and how different foods make them feel.

Children are provided with nutritious meals to encourage healthy eating. The menus provide a balanced diet including fresh fruit and vegetables. Children help with lunchtime tasks such as giving out the meals which are plated by staff; children's independence skills are encouraged as they eat their food with their key worker close by to give support when required. Although children cannot help themselves to fresh drinking water throughout the day, this is something that is currently being addressed by the manager.

All children have regular access to outdoor play each day in the enclosed playground, which has recently been improved and is partly safety surfacing and a further enclosed grassed area. Children use a wide range of resources which contributes to promoting their physical development. For example, children enjoy jumping in and out of hoops, they balance on bricks, climb through tunnels, manoeuvre around cones. They are developing their fine motor as they cut with scissors; dig in the garden and use paintbrushes and pencils for creative activities.

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

The provision is satisfactory.

Children are cared for in a safe and secure environment. There are very good security procedures in place for the safe arrival and departure of children, which include a buzzer entry system and a stair gate across the main entrance. A visitor's record book is available which all visitors to the premises are asked to sign. Risk assessments are carried out on some aspects of the day care provision but do not include all activities undertaken by the staff and children; however, the manager has taken positive steps to begin to address this.

Children are learning to keep themselves safe through planned activities such as how to keep safe when it is dark outside by wearing fluorescent jackets and armbands. Children have access to a well organised play equipment that is age appropriate and of very good quality. They can move around freely and independently access available resources most of which are positioned at children's height.

Staff update their child protection knowledge through training which safeguards children's welfare. The child protection procedures available ensure that staff are aware of how to make a referral, by giving step by step guidance. In addition, there is guidance for dealing with an allegation of abuse against a member of staff should it be needed.

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

The provision is good.

Young children are very happy and very settled in the secure environment that is created by the dedicated staff team. The main play area has designated areas for children of different ages who come together for certain activities such as meal times and celebrations. There is an excellent range of resources that are very well organised to support children of all ages in all areas of development. They are clearly labelled with both pictorial and written labels, which enable children to see exactly what is available. Staff are very clear on their roles and responsibilities, which enables the routine to run smoothly and children to have the support they need throughout the day. The staff have recently begun to develop formal planning for under three's, however, at present this does not clearly identify how children's individual development needs are met or how children are organised.

Young children enjoy taking part in a range of tactile experiences such as hand painting, play dough, chalking, corn flour and sand. They thoroughly enjoy having regular access to natural play materials such as water, which is made more interesting by adding glitter or food colouring. Children concentrate as they tip and pour the water using funnels and watering cans and take care not to spill it over the edge.

Children are learning to count during planned activities such as when they sing familiar rhymes and songs for example 'one, two, three, four, five, once I caught a fish alive'. They love to listen to stories such as the 'hungry caterpillar' and thoroughly enjoy listening to music. Children are learning basic concepts such as their colours and shape, for example, one child points out the circle and triangle shaped tools in the sand tray.

### **Nursery Education**

The quality of teaching is good. Children are making good progress towards all of the early learning goals. Staff have a secure knowledge and understanding of the Foundation Stage Curriculum and use this knowledge to plan exciting activities for children to enable them to learn. Staff are confident in the delivery of the activities they provide and incorporate open ended question in at every opportunity. This consistently challenges children and supports their learning which enables them to achieve the best they can. Staff evaluate the activities they provide and use this information to improve future planning. The systems in place for monitoring children's progress are not fully developed. Staff currently use a check list, however, do not undertake any formal observations.

Children participate in various activities to encourage communication, language and literacy skills. They are developing prewriting skills such as when they label their work to display on the wall, they independently write words that link to their theme 'winter' such as freezing and shiver and have regular opportunities to write their name on their work. Children enjoy listening to stories that link with the theme for example 'snow bear surprise' and confidently repeat rhymes they have previously learnt such as 'Jack Frost'. Children thoroughly enjoy making a snow shaker; they independently follow step by step instructions and concentrate for long periods of time as they become engrossed in what they are doing. They talk about why the water becomes cloudy, what they can see and how it becomes clear again all of which contributes to their understanding of how and why changes occur.

Children are becoming confident with mathematical concepts as they use language such as bigger and smaller. They are becoming familiar with different shapes as they thread a variety

of shapes and discuss their names as they do so. Children's understanding is re-enforced thorough the colourful display they have produced using different shapes to make various items such as a house. Children sit and concentrate for extensive periods of time as they make repeating patters in the form of snowmen, they skilfully colour them in and identify how many there are and correctly number them.

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

The provision is satisfactory.

Children's individual needs are very well met because staff know the children well. They spend time with parents getting to know them and their children, which in turn enable children to settle well. Setting in is done on an individual basis depending on the child. For example, one child who has a particular interest in trains is encouraged to try new experiences by taking his interest and incorporating it into the other activities within the nursery. Children's achievements are proudly displayed around the nursery promoting their self esteem.

Children have access to a wide range of resources that promote their understanding of differences within the community. For example, a extensive range of dolls from various ethnic backgrounds, posters of people with disabilities and books showing positive images of different cultures. Children take part in a wide range of celebrations for the various festivals throughout the year, photographs and displays are in place to share the event with parents. For example children have fun as they celebrate Chinese New Year, they enjoy a Chinese meal, dress up to take part in a dragon dance and are given gold chocolate coins.

Children are well behaved, because they are happily engaged in purposeful activities. Staff are good role models they speak to children in a gentle tone and continually praise children for their achievements and when they are helpful to one another. Children are encouraged to take turns, share and be kind to one another. For example they take it in turns in throwing the ball to one another when in the outdoor area. Children's social moral, spiritual and cultural development is fostered.

Partnership with parents is satisfactory. Although there is some information for parents around the nursery it is in different places making it difficult for parents to know exactly where to look. At present parents are not currently given any written information on the Foundation Stage Curriculum, therefore they are not fully informed of the curriculum their child is following. Staff work in partnership with parents to find out children's starting point, by asking them to complete a questionnaire. Once children are following the curriculum staff complete a check list in relation to their achievements and a summary report is completed when children leave the setting. At present the systems in place for keeping parents informed of their child's progress is very informal, although, parents can request a meeting with their child's key worker at any time. Policies and procedures are easily accessible to parents at all times, including the complaints procedure. Parents comment they are extremely happy with the care and education provided. They particular like the stable staff team who are dedicated, friendly and caring. They like the fact the resources are updated regularly and well maintained and the links the nursery have with the local school.

### **Organisation**

The organisation is satisfactory.

The leadership and management is satisfactory. Policies and procedures are currently being reviewed in line with systems for monitoring the quality of education provided. Staff are

encouraged to attend regular training to enable them to improve their professional development and promote the overall quality of teaching for example sensory awareness, role play for under three's. Staff work very well together as a team because they are clear of their roles and responsibilities. Time is allocated for staff to undertake planning and they have regular opportunities for staff meetings.

Documentation is generally well organised and well maintained, however the information held on recruitment files does not fully support staff suitability.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the previous inspection the setting was asked to ensure the Child Protection policy includes the Area Child Protection Committee guidelines and procedures to be followed in the event of an allegation being made against a volunteer or staff member. The setting now has a written procedure which has been recently updated to include all of the necessary information, which protects children's welfare.

### **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 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 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):

- improve the records kept on the staff employed to evidence their suitability
- extend the risk assessments undertaken to include the areas used by staff and children and activities undertaken by both staff and children.
- continue to develop the systems in place for planning for children under threes to identify how children's individual developmental needs are met
- improve the procedures in place for keeping parents informed about what activities their child takes part in

## **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 the assessment systems in place to identify children's next steps to guide planning and teaching
- improve the systems in place for keeping parents informed of their child's progress and sharing information on the Foundation Stage curriculum
- improve the systems in place to monitor the quality of education provided

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