

Apples and Honey, The Nursery on the Common

Inspection report for early years provision

Unique Reference Number	123134
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Inspector	Judith Mary Scott
Setting Address	1 Queensmere Road, Wimbledon, London, SW19 5QD
Telephone number	0208 946 4836 or 0208 677 2222
E-mail	judith@isho.plus.com
Registered person	Judith Esther Ish-Horowicz
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 outstanding.

WHAT SORT OF SETTING IS IT?

Apples and Honey, The Nursery on the Common opened on its present site in 1999. The nursery operates within self-contained premises at the Wimbledon and District Synagogue. This consists of two playrooms, plus access to a kitchen, storage and toilet facilities with an enclosed outdoor play area. It is situated in Wimbledon, and lies midway between Southfield's underground station and Wimbledon train station. Children from all religions and faiths are encouraged to join the nursery, although the majority of children are Jewish. Children engage in Jewish celebrations and customs, and are encouraged to develop an awareness of oral Hebrew.

The nursery is registered for 24 children aged two to five years of age, with an extension granted for one child with special needs to remain at the nursery until they are eight. There are currently 20 children from two years to five years on roll. There are 15 funded children currently attending. Children attend for a variety of sessions. The nursery supports children who have English as an additional language and also supports children who have learning difficulties and/or disabilities.

The nursery is open five days a week term time only. Sessions are Monday, Wednesday and Friday 09:30 to 12:30, Tuesday and Thursday 09:30 to 14:00. The nursery liaises with the parent and toddler group that runs on site.

Currently, the staff team consists of eight full and part time staff of whom five have appropriate childcare qualifications and a volunteer.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a bright, cheerful and friendly environment that is warm, clean and welcoming to children and their families. Their physical and emotional care is consistently well supported by staff through the daily routines and plenty of positive interaction. Children are given plenty of affection, reassurance and attention, and are able to freely express their feelings, for example, saying they are enjoying their snacks or wanting to play outside.

Children's packed lunches and snacks of fresh fruit are provided by parents. Food provided is nutritious and balanced, and meets any specific dietary needs. Older children stay for lunch in an extended session twice a week. Children are provided with drinks and water is available at all times. Social and pre-school skills are well promoted and children and staff sit together to eat and talk. Children are asked to guess what fruit staff may have today and are given clues, such as it is round, it is orange and begins with 'o' sound. Children enthusiastically guess correctly and do a thank you prayer for the different fruits they have, identifying those that grow in the ground or in the trees.

Children's healthy eating is well promoted by the nursery in conjunction with parents through discussion, example, games, role play and cooking activities. They learn more about how to keep themselves healthy through project work, for example, visits from a doctor and a dentist to the nursery. Children talk about changes in their bodies, such as being hot and cold, and how running makes you out of breath. There are daily opportunities for indoor and outdoor physical play, plus chances to socialise and relax.

Children's health is well protected by staff's knowledge of first aid, health and safety, appropriate documentation and general good hygiene practice. Children learn the importance of good personal care through daily routines, they know, for example, that it is important to wash their hands after using the toilet or messy play and before eating. The children's individual needs are met and information is shared with parents by the scheme maintaining appropriate records regarding accidents, incidents and medication.

Children benefit from plenty of physical activity and exercise to help them develop control of their bodies. They use the inside space well and without mishaps, and understand the importance of getting their coats and changing their shoes to go outside to play. Children enjoy action rhymes, singing, music and movement indoors.

Children have access to a safe and stimulating outside play environment with fixed equipment that is used in a free flow manner as much as possible. Children run, chase and jump using space in a variety of ways. They manoeuvre scooters, and sit and rides skilfully, balance on beams, stepping stones and tyres, go up, through and crawl under the climbing frame and experiment in the sand pit with a range of utensils, scales, spades and rakes. Children play with a range of interesting and innovative outdoor resources, such as hoops, stilts, bats, balls, cones,

pulleys and chutes with opportunities to aim, throw and kick. They explore cardboard boxes, climbing inside and putting them over their heads. Children confidently experiment with rolling, balancing, manoeuvring, pulling and pushing with control, demonstrating a good awareness of space and safety. They play well co-operatively when presented with challenges and problem solve when involved with a pulley and weights, using positional language, such as up and down, light and heavy which is effectively reinforced by staff. Play is extended outside so children also have access to natural wood pieces to build and construct, mark make on the fixed chalk board and listen to stories.

Children develop their fine motor skills and hand and eye co-ordination very well through everyday activities and access tools to extend this. They pat and mould dough, utilise rollers and shape cutters with enthusiasm, pour water from one container to another, use a variety of utensils including scissors, fit together construction and puzzles, use glue to stick, use pencils to mark make and wrap up parcels with tape and ribbon.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from child friendly surroundings that are safe and secure. Parents use an entry buzzer to access the premises, either by foot or by car, and closed circuit television is used. Children can move freely around within the play rooms and the outdoor area with access to well organised resources because staff take suitable precautions to reduce potential hazards and undertake daily checks. The manager is aware of the importance of good risk assessment with a written record and the maintenance of effective safety measures. Evacuation notices are displayed and fire exits clearly marked. Fire fighting equipment is in place and fire drills carried out and recorded once a month.

Children are made aware of the importance of using toys and play equipment safely through anticipation, discussion, demonstration and guidance from the staff. They are closely supervised and staff act as positive role models encouraging children to develop self awareness and extend their play. Staff ensure children are safe on outings on foot and on public transport, and there are suitable systems in place with an outings procedure. This includes registers, head counts and the use of a mobile phone. Children are well supervised with appropriate adult/child ratios, they hold hands, stay together and are made aware of road safety. They wear florescent jackets for group identification and belong to a traffic club and participate in 'beep, beep' day.

Children have access to a very good, varied range of toys, books and play materials that are stored and presented imaginatively and effectively. This includes creative materials, puzzles, imaginary and role play, books, construction, sensory and tactile activities. Children can independently select most activities.

Children's welfare is paramount and they are safe and well protected as staff have a sound understanding of child protection issues and procedures. A confidential recording system is in place and information guidelines are available.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children arrive at the setting, happy, excited and keen to participate. They relish their time at the nursery and interact exceptionally well with staff who have a very good understanding of their needs. They are happy, settled and content, relating well to adults and other children,

contributing to their sense of belonging. Communication skills are very well supported through child and adult interactions, and children are confident to express their thoughts and ideas fluently. They achieve because staff are skilled and use their understanding of early years guidance, such as the Birth to three matters framework to provide good quality care and learning experiences.

Children benefit from a flexible but structured routine that includes free and planned indoor and outdoor play activities, outings, snacks and personal care, and caters for children's individual needs. Children enjoy regular trips out to explore local resources and have a variety of new experiences in the world outside the nursery. They participate in a wide range and balance of interesting and stimulating activities that support play and learning with an excellent range of resources.

Staff keep meaningful written observations on children's progress so that their developmental records can be updated and children move on to their next step of development. These are shared with parents at regular meetings with children's key workers.

Nursery education

The quality of nursery education is outstanding. Children are inspired by the range of extensive and stimulating activities that support their learning. They are confident and self assured in making their own choices and are interested and very motivated to play and learn. They have plenty of opportunities to select what they want to play with, spending time with an activity developing concentration and perseverance, for example, using the computer or doing a puzzle. Children play independently, in pairs and small groups, initiating interactions with others to share experiences and developing friendships. Children have positive, close relationships with staff who encourage them constantly, building on what they know and asking plenty of open questions.

Children's talking and listening skills are developing very well, they respond to staff's instructions, make choices of materials during activities, use gestures, body language and words to communicate. Children and staff engage in meaningful discussion and children easily initiate conversation with adults. Staff introduce new vocabulary and promote lots of descriptive and positional language during activities. Children make audiotapes with staff to record their speech development and memories to encourage them to recall and express their feelings. Words are in evidence plentifully around the setting on resource drawers, play areas and display work, both in English and Hebrew. Within the nursery environment, children's names are on pegs, shoe boxes and individual cups and they eagerly recognise and select their own names on arrival and when they go home. Children show a real interest in print in the environment and understand that marks have meaning. Children are becoming familiar with shapes, sounds and names of letters. Older children are adept at writing letters of the alphabet most of which are correctly formed and they can link the sound to the letter in their own and other's names. Children like to sing and enjoy a variety of songs, joining in refrains and repetitions. For example, they sing the 'Time to say hello shalom song' in both English and Hebrew using individual's names and also signing in Makaton, together with the staff. They relish participating in action rhymes with alliteration and singing soft and loud, learning to control their movements, for instance, at sharing time using gestures and clapping in time. Children freely access books and enjoy looking at them independently, also sharing with adults and others comfortably. They have favourite books and handle them well. They take great pleasure in group story time and staff hold their attention and interest. Children participate fully, respond and relate to the story, showing interest in the illustrations, print and characters. Children have plenty of opportunities to mark

make in the free writing area, outdoors and in the role play area. They attempt emergent writing with a range of tools and resources, such as pencils, felt tips, crayons, chalks and stencils. Children engage enthusiastically in hand/eye co-ordination activities using paint, scissors and glue sticks.

Children show a keen interest in numbers and counting. They count pieces and use number language accurately in free and role play, and enjoy number rhymes and songs. Staff reinforce constantly, for example, 'How many candles are there now?'. Children count reliably from 1 to 10 and some can count larger amounts of numbers in the right order. Children are introduced to different numbers in a variety of ways which is evidenced in the nursery's planning. They recognise numerals on pictures, games and puzzles, and sometimes compare two groups of objects of the same number. They make comparisons, such as big, bigger and biggest as they talk about the Russian dolls. Children have an emerging awareness of addition and subtraction through everyday play and show an interest in number problems and problem solving. They show a good interest in shapes and space by making arrangements and using positional language, for example, building construction, moulding sand and dough using a range of resources and experimenting by pouring water into different size containers to encourage awareness of capacity, volume, floating and sinking.

Children are effectively learning about the world in which they live and use real resources to learn about the cycle of living things, such as planting bulbs and looking after them. Children collect leaves, twigs, stones and conkers when they walk on the common at different times of the year and make interactive displays with their findings. They visit a farm and pick their own vegetables, learning about how they grow and how they are harvested. They are finding out about recycling paper and have a wormery outside. Excellent use is made of the local environment. Children have regular trips out to the Buddhist temple and the local library. The nursery visits the local residential home for the elderly and children join them in the art room and sing for them. Children show an avid interest in how things work and are familiar with programmable toys. They use the computer and software effectively, often without adult help. They drag, take turns with the mouse and use the key board to change the programme. Children are aware tools are used for a purpose, for example, a hammer is used 'to mend things'. Children explore changes in consistency, appearance and texture, such as making cakes and biscuits, experimenting with paint mixtures and doing bubble printing. All the children eagerly participate in making Sabbath bread with dough made in advance. Sometimes they make it from the beginning themselves. The process entails constant dialogue involving the ingredients, counting and descriptive words. Children knead individual pieces of dough and everyone sings, doing the actions, punching, pushing, pressing, folding, rolling and plaiting. Each child takes a turn to brush it with egg, sprinkle it with seeds and find their name to identify it for cooking so they can take it home later. Children celebrate the Sabbath every Friday with their parents, siblings and extended families with special songs and share the communal bread.

Children are inspired by the rich variety of creative resources available. They are freely able to initiate and design their own two and three dimensional objects and experience and express themselves creatively, for example, they paint with gusto and enthusiasm. Children are very imaginative and use lots of descriptive dialogue re-enacting everyday experiences. They join in role play with great enjoyment with access to high quality resources and versatile use of the imaginative play area which changes regularly. Children spontaneously decide to play the piano and explore the different sounds it makes. They move around in a variety of ways to fast and slow singing and music, experimenting with loud and quiet, using their bodies and space in different ways and enjoying sound, rhythm and movement.

Staff work very well together as a successful team. They are caring, consistent and exceptionally committed to what they do with a very good understanding of children's needs. They have a very proficient knowledge and understanding of the Foundation Stage and stepping stones. They find out about children's skills, interests and needs, and build on this information very effectively to help children achieve as much as they can. Staff use a variety of exciting and sometimes innovative teaching methods that challenge and stimulate, and have a full understanding of how children learn and progress. Comprehensive planning is put into practice with a key worker system. This includes language to reinforce resources and preparation, evaluation and extension. Staff use highly effective systems to observe, monitor and record children's achievements and plan experiences that help children to their next step of development. Purposeful activities and experiences encourage children to explore and learn through a play based curriculum that is rich, varied and imaginative. Staff build excellent relationships with children, helping them acquire new skills and encouraging them to try fresh experiences. They provide extensive support for children but also promote their confidence and independence with well organised resources enabling them to initiate their own play.

Helping children make a positive contribution

The provision is good.

Children are settled in with effective introductory sessions tailored to suit individual families' needs. Comprehensive enrolment forms include a child profile detailing children's individual needs, likes and dislikes, favourite activities and songs, plus medical details, dietary requirements and consents. Children are valued as individuals. They are happy and confident because staff have a warm and caring approach.

Children benefit from positive partnerships that staff have developed with parents who indicate they are extremely pleased with the high standard of quality care and learning the nursery offers. There is a cohesive key worker system using effective verbal communication with daily exchanges of information, plus a whiteboard listing the day's activities and news. Parents also communicate with the nursery manager by e-mail. Parents have access to the nursery's aims, policies and procedures, plus relevant information, resource materials and books on education and child care.

The partnership with parents of children who receive nursery education is outstanding. Parents' views about their children's needs are actively sought before the child starts at the setting. Parents are kept fully informed. Activity planning is displayed and there are notice boards and regular newsletters with information regarding topics and how they can continue children's learning at home through every day activities. Staff are friendly, approachable and happy to discuss children's welfare and achievements at any time. Formal parents' evenings are held once a year when they can talk to staff and look at children's developmental progress reports based on staff's observations. The nursery also liaises with local schools. There is a strong partnership with parents and their involvement is welcomed and encouraged. There are parents' forums every half term, family mornings a couple of times a year, social and fundraising events, such as an International Evening and parent and children workshops, for example, Winter Festivals. Parents contribute resources and some share their skills and expertise with the children.

Children are very well behaved and are aware of the boundaries of acceptable behaviour. The nursery has a mitzvoh, eight rules that are discussed and agreed with the children to heighten their understanding of good manners and behaviour. Children are purposefully engaged and well occupied, responding positively to staff's requests and guidance to share, take turns and

help tidy up. Staff are caring and consistent and use effective, suitable and age appropriate behaviour management strategies and constant praise and affirmative language.

Children's spiritual, moral, social and cultural development is fostered. They are encouraged to develop a positive view of others and have access to the full range of activities offered. All children are treated as individuals and with equal concern. Children with English as an additional language are given extra support and encouragement, for example, body and sign language, actions and key words in their own language. Children have access to a wide range of resources that promote a positive view of the wider community and increase their understanding of diversity. This includes a selection of multicultural and bi-lingual play provision of toys and books and includes positive images of disability. Many themes are drawn from the Jewish year festivals with art, songs and dances. Children also learn about other cultures and beliefs, for example, making Rangoli collages for Divali and a remembering poppy display where they are encouraged to express themselves through their drawings. Children are encouraged to respect and value others and their environment. They learn self care skills and responsibility, for example, mopping up spills in case someone slips over. Children have high self esteem, questioning staff about their discoveries and confidently showing items brought from home. All children have a turn to be the special host for a week. They sit on sofa everyday at sharing time, go to the front of the line, press the traffic light button on outings, feed the nursery goldfish and help light the candles. Staff demonstrate very positive attitudes towards children with learning difficulties and/or disabilities. The nursery aims to be inclusive and proactive and staff have specific training. Children are given additional support and resources, and the environment is adapted as necessary to meet their needs. Information is shared and the nursery works together with parents and other agencies.

Organisation

The organisation is good.

Children's care is enhanced by the quality of the organisation. The nursery is inclusive and welcomes all faiths while being centred on the values and traditions of Judaism. The premises are well organised both indoors and outside with the space used to maximise play opportunities for children. An interesting and well resourced environment provides challenging but achievable activities for all children. Skilled staff move around, go where the children are and engage them well in their play. Staff act as positive role models and work effectively in partnership with parents. They are continually observing and assessing each child and using this to inform planning. Children show high levels of independence, interest, imagination and absorption. They use all their senses to actively explore a stimulating range of experiences. Overall children make outstanding progress in their learning and have excellent levels of achievement given their capabilities and starting points.

The nursery keeps the required records that contribute to children's health, safety and well-being. However, incident details are currently not recorded appropriately or signed by parents. Procedures for lost or uncollected children do not include reference to Ofsted. Documentation is well organised and regularly reviewed. The provider displays positive attitudes towards updating policies and procedures and these are available to parents.

The leadership and management of the nursery education is outstanding. The registered person balances her role as teacher and manager, delegating defined roles and duties to a committed, motivated staff team whilst working alongside them to make sure high standards are achieved for all children. She has an explicit understanding of her responsibilities and a clear vision of how the nursery operates with a strong focus on the individual development and achievement

of all children. Evaluation of teaching is very effective. The registered person has high expectations of staff, who do not let her down, and she observes and monitors practice to identify strengths and any areas for improvement. There is an appraisal system in place, regular team meetings and activity planning is constantly reviewed to ensure children are given opportunities to explore all six areas of learning within the Foundation Stage. The registered person and staff team constantly evaluate and aim for high standards of good practice with a positive attitude towards quality assurance and future staff training. A developmental plan is in place to maintain staff focus.

Overall the nursery meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Since the last care inspection, the provider has formalised the arrangements for a deputy manager. There have been considerable improvements made to the organisation of the relevant paperwork and written parental consents have been obtained to administer medication. The complaints procedure now includes Ofsted's telephone number, however, the address requires updating and this was done at this inspection.

Since the last education inspection, the provider agreed to consider introducing a formal system of evaluating the targets set for children, to ensure they are appropriate and achievable. Also to take into account how existing resources that promote positive images of the cultures and beliefs of others can be further integrated into everyday activities to enhance children's knowledge and awareness of cultures and beliefs. The nursery has ensured these issues raised at the last inspection have been addressed.

Complaints since the last inspection

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. Since the last inspection, 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 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 outstanding.

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 existing systems for the recording of incidents and extend the procedures for lost or uncollected children

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk