

# Puffins Nursery School

Inspection report for early years provision

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**Unique Reference Number** 143793  
**Inspection date** 06 March 2008  
**Inspector** Lorraine Sparey

**Setting Address** 60 Hugon Road, Fulham, London, SW6 3EN

**Telephone number** 020 7736 7442

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**Registered person** Fiona Talbot-Smith

**Type of inspection** Childcare

**Type of care** Sessional 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

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.

### WHAT SORT OF SETTING IS IT?

Puffin's Nursery School has been registered since 1985. It is privately owned and situated in a residential area near to Fulham and Parsons Green areas of London, close to local amenities. The nursery school is in a large converted house on the ground floor and there is an enclosed outdoor area.

A maximum of 28 children may attend at any one time and there are currently 28 children on roll.

Children attend on a sessional basis between the hours of 08:45 to 12.15 and 13.30 to 15.30 from Monday to Friday term time only. A team of four staff including the owner work directly with the children and additional specialist staff are employed to offer extra curriculum subjects. The setting receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children have excellent opportunities to develop their physical skills, increasing both large and small muscle control. They participate in a broad range of activities such as ballet and tap dancing, 'playball' sessions with specialist teachers in the large court area, in the park next door to the nursery. Children practise various skills such as throwing the ball. They run with hoops pretending they are driving cars as the adult slides pretend speed bumps towards them, which they successfully avoid. Children enjoy using the garden to explore and develop their own ideas. They grow their own flowers generally in line with themes. For example, the children are studying Holland and have planted tulips in pots which they water and enjoy watching them grow.

Children follow good hygiene procedures. They generally remember to flush the toilet and wash their hands at appropriate times. Good resources and visual prompts increase children's awareness. Bright posters are displayed in the playrooms promoting the importance of maintaining healthy lifestyles. For example, a poster about cleaning teeth, exercising and eating healthily provides a positive reminder to children. Staff implement effective procedures to support children's general health and well-being. All the staff hold a first aid certificate and well-stocked first-aid boxes ensure that children are dealt with quickly and effectively. Any accidents are recorded using appropriate documentation. However, on occasions the systems used to record accidents or incidents do not fully respect all children's confidentiality.

Children benefit from healthy and nutritious snacks such as a variety of fresh fruits and chopped vegetables. They often participate in cooking activities, for example, making white and wholemeal bread rolls, learning how to make cheese and butter with whey and cream. All the children have the opportunity to enjoy tasting what they have made at the end of the session. Children's dietary needs are taken into account. All staff are aware of children's individual allergies as they are displayed with photographs. This means all allergies are respected. At times, such as children's birthdays and on other occasions parents provide food. Staff discuss the ingredients to ensure that dietary needs are met. A parent makes and decorates puffin shaped biscuits for the children to enjoy.

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

The provision is good.

Children safely choose from a broad range of high-quality toys and equipment. The play and learning areas are safe, secure and welcoming to young children. Staff place a high emphasis on keeping children safe. For example, before children go out to play in the garden a member of staff talks with them about the safety rules. Children know the boundaries and expectations to promote their safety. For example, a three-year-old says 'We don't pull the plants'. Children are taught to respect the environment and promote safety by putting resources away once they have finished playing with them. Staff implement successful procedures to promote children's awareness of how to evacuate the building quickly and safely. They practise a fire drill on a regular basis to ensure that all children are familiar with what to do in the event of an emergency. Children keep safe on outings because staff implement effective procedures, which include taking a first aid kit and emergency contact details. Children are encouraged to walk on the inside of the pavement away from the cars and staff talk with them about being careful with any dogs that they meet.

Staff demonstrate clear knowledge and understanding of safeguarding children from harm and neglect. They have all attended relevant training and the setting has effective policies and procedures to follow in the event of a concern being raised. However, the procedures to record existing injuries are not fully effective. Parents are provided with detailed information to ensure that they are aware of the staff roles and responsibilities in this area.

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

The provision is outstanding.

Children relish their time in the setting. They are eager to participate in the broad range of innovative activities. For example, during the theme 'Holland' children visit a local pottery cafe where they make Delft tiles. On another occasion children visit a Dutch pancake house where they enjoy tasting pancakes. Alongside these outings staff provide an excellent range of purposeful activities. Children engage in meaningful activities such as making bread, cheese, butter and home-made lemonade. They are engrossed in a video explaining how cheese and butter are made and then they practise making their own. Staff provide good resources to reinforce children's learning. For example, a member of staff had made a large cow with udders and the children practise milking the cow. Children have excellent opportunities to develop their own ideas and play opportunities. Several children pretend to be doctors. They agree the roles and begin playing. A child says to another child 'My baby is sick' and the other child pretends to be the doctor saying 'I will listen to her chest', after several minutes of pretending to examine the baby the child says 'They need some medicine'. The children are totally engrossed in their play. Other children design and create their own models, seeking support as required. A child tells a member of staff 'I'm making a tractor' and they talk about how many wheels a tractor has. The child initially says 'three' when they build it. The member of staff suggests seeing what happens. Children thrive because staff are enthusiastic, motivated and have high expectations for the children. A member of staff sits with children making animals from the stickle bricks. Children confidently talk about the animals they are making. They talk about farm animals and the member of staff finds a book to support their learning. A child points to a chick and they discuss how the chick taps their way out of the egg using their beaks.

Staff are particularly skilled at promoting children's learning and maximising opportunities to increase their knowledge and understanding. A child makes a camera using various shapes. A member of staff explains about the lens and how it works. The child is totally absorbed in the activity. Children are exceptionally well supported in their play and learning. Staff work with the children in small groups providing high levels of support when required. Staff are skilled at recognising when children need support and allowing children opportunities to test out their own ideas and skills. Children have fantastic opportunities to go on outings and visit places of interest such as theatres and museums. Specialist teachers provide a range of different learning opportunities. Children enthusiastically participate in a fun French session. Children learn French songs and rhymes and practise speaking French. They listen carefully as the teacher talks about the various parts of their bodies and they repeat them in French. Children choose from high-quality equipment. Staff provide resources from all over the world to promote and maintain children's interests. For example, a member of staff recently visited America where she found different modelling materials. Children are fascinated by the material which is made up from thousands of tiny beads. Children mould the material into different shapes and design their own models.

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

The provision is outstanding.

Children's individual needs are exceptionally well met. Staff know the children well and show a genuine interest in what the children have to say. Staff speak various languages and

provide excellent opportunities to learn about diversity and support children's individual needs. Children visit the culture centre at the end of the road and have excellent opportunities to increase their awareness of other faiths and cultures. Children celebrate a wide variety of festivals throughout the year such as Eid, Hanukkah and Easter. High-quality resources provide children with opportunities to see positive images of all aspects of our society. Staff support children's understanding through discussion and activities. Children's spiritual, moral, social and cultural development is fostered. There are effective procedures in place to support children who have additional needs.

Children's behaviour is exemplary. They show a mature respect for their peers and the adults. Children are extremely polite and well mannered. For example, a child automatically said 'excuse me' when asking a member of staff for support. Children quickly and enthusiastically put the resources away at 'tidy up time' singing a special tidying song. Staff are extremely positive role models in the way they speak to each other and the children. They consistently praise children for their achievements.

Children benefit from the secure and meaningful relationships between the staff and their families. All parents receive detailed and quality information on the nursery school and their children's progress in their development and learning. Parents are encouraged to participate in their child's learning. Sports day provides good opportunities for parents, staff and children to work together. It is a very social occasion. Parents report that they particularly like the family atmosphere and are blissfully happy with the progress their children are making both in their learning and their confidence. A parent commented that the staff assessment of her child was completely accurate.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Children are cared for by qualified and suitable staff. Effective recruitment and vetting procedures ensure that any new staff undergo suitability checks. All staff regularly attend courses and training to keep up-to-date with relevant childcare practices. They are very enthusiastic and motivated in providing good outcomes for children in their play and learning. Staff work hard to create a stimulating and rich learning environment. The play areas are used effectively to support children's learning. They move around the various areas throughout the session, providing them with different play opportunities and learning experiences. Children safely access an extensive range of quality resources, promoting choices in their play and learning.

The setting has a range of policies and procedures to support children's health, safety and well-being. Staff complete the appropriate documentation and provide parents with detailed information on any accidents, incidents and any medication administered. However, the systems to record relevant information are not always fully successful. Documentation is well organised and stored securely to maintain the confidentiality of the children and their families.

## **Improvements since the last inspection**

At the last inspection the setting received two recommendations. To ensure that confidentiality is maintained on the written records of incidents and concerns; and to record the children's arrival and departure time in the attendance register.

The setting has generally addressed both issues. Children's confidentiality is maintained because information on children's allergies and specific requirements are displayed in the staff area rather than in the nursery. However, on occasions the systems used to record accidents or incidents do not fully respect all children's confidentiality. Staff record the actual times of the children's attendance on a separate sheet. This supports children's safety.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take 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**

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.

### **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):

- further develop the systems to record relevant information

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](http://www.ofsted.gov.uk)