

Wings Nursery

Inspection report for early years provision

Unique Reference Number	509694
Inspection date	27 March 2008
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Registered person	Ann Mayer
Type of inspection	Integrated
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.

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?

Wings Nursery is one of two privately owned nurseries. It opened in 1992 and operates from two rooms in a Church Centre in Richmond, in the Borough of Richmond upon Thames. The nursery serves the local and wider community.

A maximum of 34 children may attend the nursery at any one time. There are currently 40 children from two to under five years on roll. Of these, 16 children receive funding for early education. The nursery is open each weekday from 09.15 to 12.15, during term time only. The children have access to an outside play area.

Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The nursery employs eight staff. Of these, seven members of staff, including the manager, hold an early years qualifications. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership. Some of the teaching is based on the Montessori method.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play in a clean and well maintained environment, where they learn the importance of good hygiene practices as part of their daily routine. Children understand why they need to wash their hands before eating, as the staff discuss this with them. There are suitable policies and procedures in place, which help to ensure hygiene and health issues are being adhered to. For example, routine cleaning, sickness and health and safety policies. Most team members have relevant first aid training and procedures are in place regarding accidents and medication, this helps to safeguard children.

Children help themselves to water during the session and enjoy fresh fruit at snack time. They enjoy these sociable times together as they sit and chat about their news. Children's individual dietary needs are clearly known as staff keep the required records. Children are developing an understanding of the importance of being healthy as they participate in a range of related activities. For example, they print pictures using a variety of different vegetables, discussing why vegetables are good for us.

Children show excitement as they run around freely in the outdoor area. They engage in a range of activities, which support the development of their physical skills. For example, they throw and kick balls with confidence, use hoops and manoeuvre the 'wheelies' with confidence. They have fun indoors, jumping up and down with the parachute.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to feel at home in the welcoming environment. The rooms are bright and cheerful, walls display lots of posters and some examples of art work. Children have access to suitable toilet and wash facilities, these are kept clean and stocked with plenty of paper towels and toilet paper. The children are able to access a wide range of good quality toys and equipment, which are appropriate for their age and stage of development. The toys and resources are kept clean and very well maintained.

Children are able to move around freely in an environment where possible hazards are identified and reduced. For example, staff escort children to the toilets and when using the hall areas. There are security doors fitted to the main play rooms and staff monitor the door when children are arriving and leaving. This helps ensure children are safeguarded on the premises.

Children are protected in the event of a fire as suitable equipment is in place and regularly checked. The exits are kept free and clearly marked and evacuation procedures are in place. They are learning how to stay safe as they participate in fire drills. This helps children to gain an understanding of what steps to take in the event of an emergency.

Children are being protected by policies and procedures for safeguarding children, which are known by staff. They are aware of how to recognise possible signs of abuse and know what steps to take if they have any child protection concerns. There is a designated person in place, who has responsibility for child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the stimulating environment. The welcoming staff engage with the children and encourage parents to settle their children, which helps ensure children remain settled and happy in the setting. All children quickly engage in meaningful play and spend their time busily engaged in the interesting variety of activities.

The staff have an understanding of the Birth to three matters framework, which they consider when planning activities for younger children. Younger children are confidently exploring the environment and are eager to participate in all the activities. They have fun being imaginative as they pretend to prepare and eat foods in the home corner. They are confident to express their needs, clearly indicating when they want different objects. They listen, respond and make meaning as they press buttons on toys and smile at the sounds these make.

Nursery Education

The quality of teaching and learning is good. The staff present activities in an interesting way and ensure these are accessible, allowing children to make choices in their play. The staff actively support children in their learning. For example, staff sit at the 'space' table, explaining why people need to wear special equipment whilst in space, to help them breathe. The staff are observing, recording and evaluating children's progress. This helps them to identify the next steps in individual learning. The staff keep samples of the children's work, photos of activities and records of children's development in their individual progress folders and these are shared with parents. The team are skilled in extending children's learning. For example, they involve them during story time, by asking open questions regarding the story content. They support children in negotiating and problem solving. Such as, when trying to decide how they are all going to have a turn, children suggest timing how long they spend on a chosen activity.

Children are enthused by the activities on offer. They are playing well together and sit and concentrate during activities. The older children show consideration towards younger children in the group. They are becoming responsible as they fetch a small dust pan and brush to sweep up and put toys back into boxes. They are developing their self-help skills as they persevere with zips and buttons when putting on their outdoor clothing.

Children are attentive as they listen to a variety of stories and eagerly add their suggestions as they become engrossed in 'Handa's surprise'. They self-select from a wide range of story and factual books, which they are able to handle correctly. Children have good opportunities to recognise letters as they look for their names during self-registration and look at different letters on the walls. They have fun as they sort the letter bags, which contain objects beginning with each letter of the alphabet and phonetically sound these during play. Children have opportunities to develop early writing skills as they use pencils and paint brushes. However, they do not routinely have opportunities to mark their own work or always have opportunities to mark-make during imaginary play and outside. Children are speaking with confidence as the staff listen to their news.

Children count confidently in everyday situations. For example, as they throw balls and count how many pieces of fruit are in the basket, during the story. They use Montessori number rods and spindle boxes, which the staff successfully incorporate into their learning. They sort objects into different colours and size as they build with Lego bricks and weigh small objects. Children

have good opportunities to recognise numbers as these are displayed on the walls. They talk about quantity as they participate in cookery sessions.

Children are developing an understanding of the natural world and explore different textures as they play with soil and sand. They are able to observe how things grow as they plant and water the pots outside. They understand living things need water to survive. Children have fun participating in projects to observe change. They play with ice and watch it melt. They excitedly share their views as they talk about it being very cold when it snows. Diversity is positively promoted as children play with good quality resources which positively reflect different cultures and people with a disability. They learn to show concerns for others as they look at the pictures of people they sponsor in Egypt. The children participate in activities to learn about the local community and people who help us as they have visits from fire-fighters, police and lollipop people. Children are developing an understanding of technology as they use the computer.

Children have opportunities to be creative, they have a lovely time being space people as they pretend to travel to space in their rocket. They programme the knobs and buttons to 'blast off' and dress up in space costumes. They create their own pictures as they paint freely and make collage pictures. They enjoy listening to and making their own music as they use a variety of instruments and take part in music sessions with the music teacher. They are able to participate in messy activities as they use gloop, corn flour and mould with play dough.

Children are offered sufficient challenge during physical play as they balance on low beams inside and use large apparatus in the outdoor area. They are developing their fine muscle movements as they use scissors and a variety of brushes and pencils.

Helping children make a positive contribution

The provision is good.

Children are happy and settled because their individual needs are being met effectively in the setting. For example, children are being treated with equal concern, the good staff ratios and deployment of staff ensures children receive guidance in tasks and routines. They receive lots of individual attention. Children's spiritual, moral, social and cultural development is fostered. They are secure and relaxed, enjoying positive relationships with each other and staff.

Children are gaining knowledge and understanding of the wider community. They participate in a range of activities to recognise other festivals, welcoming support from families in organising these. For example, when celebrating Hanukkah. They are able to access a variety of multi cultural toys and play freely, avoiding any gender stereotyping. They are able to feel good about themselves as they recognise each other's achievements and receive praise throughout the session. Children with English as an additional language are being supported well in the setting, staff take the time to learn and use key words to support individuals in communicating. Staff have experience of working with children with learning difficulties and disabilities, they work in partnership with parents and relevant professionals to ensure individual children's needs are met, there are suitable policies and procedures in place to support children who may have any additional needs.

Children behave well in the setting, the staff are calm, polite and encouraging towards the children in their care. Children are learning how to be responsible as they are encouraged to tidy up after play, share and be kind to their friends. Children receive regular praise for their achievements and efforts, which helps develop confidence and enables children to feel good about themselves.

Partnership with parents and carers is good. Children are able to feel secure in the setting as there is good communication between parents, carers and the staff. Parents receive good information about the setting and the services they provide. They are made to feel welcome as the staff greet them warmly and display a welcome poster in different languages on the wall. The daily verbal communication helps to maintain continuity of care. The parents are kept informed through regular newsletters and an informative notice board. Details regarding the complaints procedure are on display. The staff gather the necessary details from parents, these include, consent for outings, medical treatment and taking photographs. They obtain the required contact details and information regarding children's individual needs. This helps to ensure children's needs are being met. Partnership with parents and carers of children who receive nursery education is good. They are provided with details of the educational programme and information regarding the planned activities'. Parents comment favourably on the service they receive. For example, they verbally explain how their children are progressing well in the setting. The setting provides a lending library and ideas of activities which link to current areas of work, this enables parents to extend children's learning at home. Parents and carers have the opportunity to attend open sessions, where they can meet formally with key workers and discuss their children's progress.

Organisation

The organisation is good.

The children have positive and fun experiences in the well organised environment. The staff ensure the rooms are set out attractively, which means the environment is enticing and interesting. Children quickly engage in meaningful play and spend their time purposefully whilst in the setting. The routines ensure children have regular opportunities for exercise, focused and free play. Regular group and quiet times allow children to relax and socialise with each other. The staff work together to prepare and plan a variety of interesting activities for the children. The team have some opportunities to update and extend their knowledge as they attend relevant training courses. Children are being well supervised and not left alone with any persons who are unchecked.

The leadership and management of the setting is good. The strong staff team work very well together, with support of the manager. The manager is committed to continuously enhancing their service, by carrying out regular self assessments to help identify the setting's strengths and weaknesses. The staff receive support informally each day as the manager and deputy manager are actively involved in the setting. This helps ensure staff are clear of their roles and supports children in making progress in all areas of their development. However, systems for supervision, team meetings and appraisals are sporadic and are currently not clearly recorded to identify any ideas and actions. The staff are involved in planning and spend time as a group 'brain storming' ideas. The setting welcomes support from the local authority advisors regarding the education programmes and special educational needs.

Children's welfare is safeguarded as the required paperwork is in place. However, although the register of attendance is in place and kept up to date, it does not consistently contain the hours of attendance, which may compromise protection for children. The documentation is stored securely to maintain confidentiality. The setting means the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to improve safety by ensuring risk assessments, fire drill records and any recommendations made by fire officers were made available. They were also asked to improve documentation, ensuring the register of attendance for children, visitors and staff is kept up to date and that parents sign accident records. They were required to make policies and procedures available to parents. In addition, they were required to make sure the security of the entrance is supervised, not allowing children to leave the building unattended.

The setting ensures regular fire drills are carried out and recorded. There have been no recommendations made by fire officers, however, regular checking of fire equipment is in place. This helps to safeguard children. The paper work has been updated to ensure parents sign required documents and a daily register of attendance is kept up to date, although these currently do not consistently include the hours of attendance. These improvements help towards offering children some protection. Policies and procedures are made available for parents and the staff ensure the children are supervised in all areas of the premises, security doors are fitted to the main entrance to the setting. These steps help to ensure children remain safe in the setting.

At the last education inspection the setting was required to ensure staff are involved in recording observations on children to identify their progress in all six areas of learning. That parents are provided with the opportunity to share written assessment records on their children. In addition, they were asked to provide more opportunities for children to explore role play and to learn about the lives of people familiar to them.

The staff team make observations of the children in their care, these are recorded and help towards ensuring children are making progress in their learning. The parents are able to meet with their key workers, to share these records. The children have regular opportunities to participate in role play and participate in projects regarding people who help us. These steps help ensure children are developing all areas of their learning.

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 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 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):

- ensure the system for registering children consistently includes the hours of attendance
- strengthen systems for team meetings, supervision and appraisal of staff

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):

- increase opportunities for children to mark make for a purpose

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