

The New Spring Nursery School

Inspection report for early years provision

Unique Reference Number	511425
Inspection date	06 February 2008
Inspector	Patricia Ann Edward
Setting Address	All Saints Church Hall, East Sheen Avenue, London, SW14 8AU
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Registered person	Julie Maskell
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?

The New Spring Nursery School opened in 1969. It operates from a church hall in the London borough of Richmond, using the main hall and the vestry room. A maximum of 35 children may attend the nursery at any one time. It is open each weekday from 09:30 to 12:30 during school terms. During some school holidays, it also runs holiday club sessions for children who attend the nursery, from 10:00 until 14:00. Children have access to a secure outside play area.

There are currently 26 children, aged from two years to five years, on roll, 16 of whom receive funding for nursery education. The nursery supports children who speak English as an additional language.

The nursery employs four members of staff, three of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through established and efficient daily routines to prevent the spread of infection. Children help themselves to tissues as and when required and dispose of them effectively. They understand that they must clean their hands before snacks and after using the toilet because 'they will get germs'. Appropriate standards of hygiene are maintained throughout the nursery. Children use antibacterial gel and staff clean tables before snacks.

Children's health is generally well protected, but a member of staff with relevant first aid training is not always present. Well maintained accident and medication records are used effectively to promote children's well-being. Policies and procedures, such as the sick children policy, are implemented to minimise risks to children. Children learn to recognise which foods are good and bad for them through topics and discussions with staff. Children have access to nutritious healthy snacks that include pitta bread and humous, fresh fruit, cold meats and cucumber. Staff are careful to follow guidelines, which ensures that children's individual needs and parents' wishes are respected.

Children enjoy daily opportunities for physical exercise in the outdoor play area, which contributes towards their health and physical development. Children pedal wheeled vehicles, play football and access the parachute to promote coordination and fitness. Fine motor and manipulative skills are encouraged through the use of play dough and activities such as threading beads.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a spacious, bright and well maintained environment. Children and parents are greeted warmly on arrival and welcomed into the nursery by friendly and professional staff. Children have access to a good range of safe, well maintained equipment and toys, which allows them to develop new skills and offers challenges as they play and explore. Regular checks and cleaning of furniture and equipment ensures that these remain safe.

Children's safety within the premises is assured, because staff members have an effective understanding of health and safety issues. The layout of the nursery allows children to move freely and safely. Staff take positive steps to promote good levels of support and supervision. Daily visual and regular written risk assessments ensure that robust precautions are taken to reduce hazards and prevent accidents. Children learn to keep themselves safe and avoid injury. They know that they must not run around the hall, and that they must sit properly on a chair so that they do not fall off. Children's safety in the event of an emergency is safeguarded because fire exits are labelled and free of obstruction. Emergency evacuation procedures are displayed and are practised each term. This ensures children know what to do in the event of a fire.

Children are protected because most staff have a satisfactory understanding of safeguarding issues. However, the named person for child protection has not updated her knowledge for some time. There are appropriate systems in place to record existing injuries.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and enjoy coming to the setting. They play independently or in groups with confidence. Children are interested and involved in imaginative and worthwhile play opportunities which promote their emotional, physical, social and intellectual development. Children form positive relationships with each other and with the staff, who help develop their confidence through sensitive interactions and regular encouragement. Children understand their own needs, the needs of others and are keen to involve and support other children in their play. They behave very well, for example, they are willing to take turns and share with little or no prompting. Staff observe children as they play and make records. The records are stored in children's individual learning files and are used to set targets, which are shared with parents. This helps to ensure children's development. However, the Birth to three matters framework is not fully integrated into the planning for younger children, because staff lack knowledge of the framework.

Nursery education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. They show an interest in what they are doing and staff support them very well in their play, making children feel valued. Children's learning is enhanced, as staff have a sound knowledge of the Foundation Stage, although not all of them have attended training in this area. Planning links to the six areas of learning and the stepping stones. Some activities do not always challenge all children sufficiently, but activity planning has just been revised and is improving. Children are observed on a regular basis and the observations used to develop assessments and target plans.

Children's knowledge and awareness of healthy eating is promoted, because staff discuss this with them at suitable times. Children's interest in the natural world, growth and change is stimulated well. They plant seeds and understand that plants need water to grow. They have access to a number of garden tools and water plants without prompting from staff members. Children's imagination and creativity is nurtured as they enjoy role play activities, such as playing doctors or shops. They sing and dance to music and join in their favourite songs. They are also developing a good understanding of rhythms and access musical instruments on a regular basis.

Children enjoy books and are beginning to listen attentively to stories, demonstrating high levels of involvement in group story sessions. However, these are sometimes disrupted by younger children whose attention spans are more limited. Children have many opportunities to write for real purposes and develop good mark making skills, with most children able to write letters in their name. Older children begin to link sounds and letters and can count confidently to 20 and beyond. They use numbers in everyday activities, for example, as they count how many children are in the circle at registration time. They begin to use comparative size and positional language independently in their construction play. This is further reinforced by staff when they access the parachute. Children chat enthusiastically to each other at snack times and form close friendships within the group.

Children behave well. Staff continually praise and encourage them, enhancing their self-esteem. Children have opportunities to choose what they want to do from the wide range of activities available, which encourages their independence. At snack time, they offer support to younger

children, helping them to access snacks and pour drinks. They play very well together, allocating roles to each other as they work together to build a house.

Children's knowledge and understanding of the world is developed by acknowledging and celebrating a number of cultural and religious festivals throughout the year. However, children's opportunities to investigate their local community and the roles people play is not as well supported. Learning about the roles of community police officers or the fire service would develop children's understanding of who they can seek help from in their community.

Helping children make a positive contribution

The provision is good.

Children are valued and included in all activities. Their individual needs and potential are recognised and nurtured by staff. Children benefit from having access to a multitude of resources and opportunities that promote a positive view of the wider world, equality and diversity. This helps children to develop a positive understanding of different cultures and religions. Children celebrate special events and festivals, such as Chinese New Year, Easter, Christmas and Eid, with stories and food from various countries. Children are confident and self-assured in the setting. They feel a sense of belonging as their artwork is valued and displayed attractively around the nursery.

Children's spiritual, moral, social and cultural development is fostered. Staff create a stimulating environment where children know what is expected of them. Successful strategies are used to promote good behaviour. Children enjoy the consistent, meaningful praise given to them and they respond with smiles and happy faces. They also receive stickers as a reward for displaying positive behaviour. Children feel secure within the simple rules and boundaries that are in place to ensure their safety. They are very supportive towards each other, and older children willingly support the younger ones.

The partnership with parents and carers is good. Staff and parents work well together to promote early education. Staff recognise that parents are the first educators of their children and involve them in the life of the setting. Parents receive good quality information about the provision, the educational programme and details of their children's targets. They are kept informed about their children's progress and achievements through regular reports and assessment records. Plans are displayed in the entrance of the church. A designated notice board informs parents of the weekly activities. Regular newsletters inform them of the current theme and what resources they can provide to enhance their children's learning

Organisation

The organisation is good.

Children's care is enhanced by the effective and efficient organisation of space to maximise play opportunities both indoors and out. Recruitment and induction procedures ensure that staff have relevant experience and skills to create a professional and caring atmosphere. Skilled and qualified staff have a good understanding of child development and a high regard for the well-being of children. They spend time talking and playing with children on their level. Required adult:child ratios fully meet requirements and effective staff deployment contributes to children's good health, safety, enjoyment, achievement, and ability to take an active part in the setting.

All the legally required documentation is in place. However, the register does not detail the attendance times of those children who arrive or depart late. Policies and procedures are

understood by staff and work well in practice to promote children's health, safety and enjoyment. All policies and procedures were made freely available for inspection. Effective recruitment and selection of staff ensures that vetting procedures are implemented to protect children. Record keeping systems are thorough and used well to meet children's needs. Confidentiality is maintained.

Improvements since the last inspection

At the last inspection the setting was required to revise their procedures and increase children's access to healthy snacks. The setting has revised the safeguarding procedure to include guidelines to follow if an allegation is made against a member of staff. The setting has also revised the complaints procedure to include the regulator's name and address. Children now also have daily access to healthy, balanced and nutritious snacks. This promotes children's health and welfare.

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.

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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 a qualified first aider is on site at all times
- improve understanding of the Birth to three matters framework and ensure this is used when planning activities
- ensure an accurate record is kept of children's arrival and departure times.

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 children's opportunities to learn and explore their local community

- ensure children are grouped appropriately, according to their ages and needs, during focussed activities

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