

# Parkway Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	511426
<b>Inspection date</b>	27 February 2008
<b>Inspector</b>	Rosemary Davies
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<b>Registered person</b>	Quita Capper
<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 inadequate – notice of action to improve. The registered person does not meet 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?

Parkway Nursery School opened in 1974 and is privately owned. It operates from three ground floor rooms of a residential house in East Sheen, south west London. Children have ready access to an enclosed rear garden. Most children attending come from the local area. The nursery school opens for five week days during school terms. Sessions run from 09.15 to 12.15 and from 12.15 until 15.15 on Mondays and Thursdays. Further afternoon sessions are available according to demand.

The nursery school caters for up to 22 children at any one time. There are 25 children from two to under five years currently on roll. Of these, 16 receive funding for nursery education. Children attend for a variety of sessions.

The nursery school has seven part time staff of whom three have appropriate early years qualifications at Level 3 or above. Regular support is received from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is inadequate.

Children learn about healthy living appropriately when in this nursery school. They tuck into healthy snacks of fresh and dried fruit mid-morning and decide whether they want milk or water to drink. They benefit from daily fresh air and exercise, spending a commendable amount of time outdoors. The younger children develop their physical skills well but the progress of older children is satisfactory, only. This is because staff do not plan a clear focus linked to the stepping stones of the Foundation Stage, sufficiently often.

Children learn suitable personal hygiene routines, washing their hands before eating and prior to cooking activities. They become independent in their personal needs, with older children managing to put on coats and jumpers by themselves and the younger ones receiving good support in potty training. Children use clean premises, with staff checking that cloakrooms remain hygienic throughout the sessions, which helps to prevent the spread of cross-infection. Cross-infection is prevented too by parents being informed of when to keep their children at home if unwell, including clear notices detailing occurrences of childhood ailments, such as chickenpox. If children become unwell when in the nursery school's care, staff comfort them appropriately, until parents arrive to take their children home.

Staff keep required records of accidents to children and of medication given whilst in the nursery school, although staff do not record any pre-existing injuries to children. Children's health is placed at risk, however, because there are insufficient staff trained in first aid to ensure that at least one member of staff with a relevant first aid certificate is on the premises at all times. Further, written permission is not sought from parents for seeking emergency medical advice or treatment if the need arises. This places children's health at risk in an emergency situation. This issue was raised at a previous inspection, so contributes to the judgement of 'inadequate'.

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

The provision is inadequate.

Children use secure, suitable premises. Staff make these welcoming through displays of children's work and colourful posters. Additionally, an array of suitable, well maintained toys and resources is available at the child height. A particularly good range of books is presented enticingly, so encouraging children to browse through them independently. Younger children tend to use the smaller play room because it provides a quieter nook for them as they settle into the nursery. Staff place strong emphasis on outdoor play and children decide for themselves whether to play indoors or out for much of the sessions.

Staff understand the principle of risk assessment. Potential hazards to children's safety are identified and staff do all they can to minimise these. Children cannot access other parts of the house, for example, an outside shed is kept locked and the outdoors playhouse has its door tied back preventing children from catching their fingers. Staff carry out daily checks in order to ensure the nursery school premises are safe for children's use. Staff supervise children closely at all times. Suitable fire prevention precautions are in place. Staff help children become aware of how to keep themselves safe. They remind children not to tip chairs, to take turns on the slide and help them understand the meaning of traffic light colours.

Despite all this suitable practice, children's safety is compromised owing to the lack of several written procedures. There is no procedure detailing what to do in the event of a child becoming lost. This contravenes regulations, placing children at risk through staff not acting sufficiently quickly should the need arise. Although staff understand their responsibilities for protecting children's welfare, the written child protection policy does not include a procedure to be followed in the event of allegations of abuse being made against a member of staff. Again, this contravenes regulations, putting children at risk. Both issues were raised at the last inspection, so contributing to the judgement of 'inadequate'.

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

The provision is good.

Children enter the nursery school happily. The older children greet their friends and staff confidently and quickly settle to activities of their choice. Younger children get to know routines quickly, knowing which is their base room and being helped to settle by kind and experienced staff. Whilst routines help children feel settled in the nursery school, staff remain flexible in their approach to adult-led planned activities. They change these readily to follow children's interests and enthusiasms, which increases children's enjoyment of what they do and helps them learn. The youngest children enjoy playing with toy vehicles, for example, so staff encourage them to create a 'bus' from a row of chairs and teach them to sing, 'The wheels on the bus go round and round'.

There is a good balance between adult-led and child-chosen activities. However, there is a tendency to offer such daily staples as sand, playdough and pretend play in the same way, rather than changing or adding new items to sustain and extend children's interest. Nevertheless, children enjoy learning through exploratory play and investigation, finding out what happens when lots of water is added to sand, for example. Staff are always fully engaged with the children, supporting their play well. Relationships between staff and children are warm and friendly, with children readily approaching staff if they need a comforting cuddle.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals of the Foundation Stage, as staff have a secure understanding of its requirements. They plan a range of suitable activities that capture children's interest and motivates them to learn. Staff are adept at picking up on children's interests and are sufficiently confident to follow the children's lead, from which flow some rich learning experiences. When a spider is spotted, for example, staff provoke children's thinking through asking pertinent questions about where it might live or what it likes to eat, together with encouraging children to think of a name for it beginning with an 's' as 'spider' does. The experience is followed up through immediate changes to other planned activities, with children suggesting 'Incy, wincy spider' and staff producing a large puppet doll to act out the rhyme of 'There was an old woman who swallowed a fly'.

Such experiences demonstrate the strong emphasis placed on developing children's learning in communication, language and literacy. Other areas are promoted well, too. Children's mathematical development is based on carefully planned and executed adult-supported activities, such as weighing real fruit through use of balance scales. Children begin to realise that what they do to one side affects the other, learning a range of early mathematical vocabulary in the process. Staff pick up well on spontaneous opportunities to promote mathematics, such as counting fingers whilst making handprints or provoking more able children to work out problems

of subtraction during a story. In this small nursery school, staff know the children very well and adapt their questioning to the abilities and needs of individual children, so that all are challenged appropriately.

Children's personal, social and emotional development is another strong area of the nursery education programme. Children learn to share and take turns well; some older children play pretend dressing-up games together, negotiating who will take which role. Staff value what the children make, say and do, which boosts their self-esteem and gives them the confidence to learn and try fresh things, such as new technology resources. There is a tendency for some of the children's creative art work to be over-directed by staff and sometimes opportunities are missed for children to respond to natural materials, such as a vase of daffodils, in their own way. The written planning system is not closely linked to the various aspects of the early learning goals, so staff cannot be certain that all these are covered. Similarly, children's records do not clearly link to all the aspects either, so again there is a lack of monitoring what is offered. Nevertheless, and importantly, staff observation of children's learning is thorough, identifying individual children's learning needs and feeding these into the planning system, so that their learning is progressive and builds on what they already know and can do.

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

The provision is inadequate.

This nursery school welcomes all children. Children are treated as individuals and staff recognise that some children have additional needs. No such children attend the nursery school currently, although suitable support systems are in place when needed. Staff provide children with many opportunities to discuss their home lives, so they learn that families differ. They talk about new babies, expected babies and saying 'thank you' to people who care for them, particularly on Mother's Day. Children learn about the diversity of the wider world too, through seeing posters displayed of cultures other than their own and by responding to different cultural and religious events. Children behave well. Staff provide extremely good role-models to the children, talking to them appropriately and using a successful range of strategies to promote good behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children funded for nursery education is good. Parents speak warmly of the nursery school, appreciating its 'homely atmosphere' and all that staff do for their children. They receive a good range of information about what is offered, including details of current topics and special events. The nursery school appoints a parental representative who helps parents and carers new to the setting, get to know other parents, understand how the nursery school runs and ensures that everyone receives all necessary paperwork, such as newsletters. However, there is no written complaints procedure and staff lack knowledge of procedures to be followed in the event of parents submitting a written complaint. This places children at risk through the provider not identifying and addressing a possible failure to meet the National Standards and contravenes regulations; hence this outcome is judged as 'inadequate'.

### **Organisation**

The organisation is inadequate.

The setting does not meet the needs of the range of children for whom it provides. There is no effective system in place to monitor the effectiveness of the care provided for the children. Although a review of policies has been instigated, it has not addressed the lack of some

procedures required under the National Standards, which places children's safety at risk. Additionally, there is no effective system to ensure there are always sufficient staff with suitable first aid qualifications, which places children's health at risk. Parents and carers are not given full details of the complaints process, so that a failure to meet the National Standards may not be reported, again placing children at risk.

Robust procedures are in place to ensure that children are cared for by staff that are cleared as suitable to be with them. Staff understand their daily roles and responsibilities. Effective use is made of the premises, both indoors and out. Children's time is used appropriately. Documentation is kept confidentially, securely and ready for inspection. Required adult to child ratios are maintained. The certificate of registration is displayed.

Leadership and management of nursery education is good. Staff work as an effective team to cover activities effectively. They create a suitable learning environment daily. They meet together regularly to discuss the programme offered to the children; all contribute towards the planning process, which helps them be aware of the aims of activities. However, systems are not sufficiently rigorous to identify the strengths and weaknesses of the programme, so some aspects of the early learning goals are covered infrequently. Despite this, experienced staff provide an interesting programme of experiences with sufficient challenge to ensure children make good progress.

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

Following the last inspection for care, the nursery school was required to address two recommendations for improvement. These related to children's safety and to maintaining their good health. Children are now protected from coming into contact with hazardous substances; suitable staff recruitment procedures are in place and staff do not use their cars for outings, as they do not have suitable insurance, all of which improves children's safety. However, there is still no stipulated procedure to be followed in the event of a child becoming lost, no procedure to follow in the event of allegations of abuse being made against a member of staff and parental consent is not sought for emergency medical advice or treatment. These become actions to be addressed following this inspection.

At the last inspection of nursery education, the nursery school was required to address two key issues. These related to the provision of resources and the partnership with parents. Both issues have been addressed successfully, so that children now use a range of resources showing positive images of diversity and parents are well informed as to current themes in the nursery education programme for following up at home.

### **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

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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, the registered person **must** take the following actions:

- make sure enough staff are trained in first aid to ensure that at least one member of staff with a current first aid certificate is on the premises at any one time
- request written permission from parents for seeking emergency medical advice or treatment
- ensure that the child protection policy includes a procedure to be followed in the event of allegations of abuse being made against a member of staff
- develop a procedure to be followed in the event of a child becoming lost
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and develop knowledge of the October 2005 legislation of procedures to be followed in the event that parents or carers make a written complaint.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### 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):

- implement a system to monitor the effectiveness of the nursery education
- provide more variation in the presentation of daily resources for children's self-chosen 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](http://www.ofsted.gov.uk)