

St Mary's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY281774
Inspection date	13 December 2007
Inspector	Lorraine Sparey
Setting Address	63 Arragon Road, Twickenham, Middlesex, TW1 3NG
Telephone number	020 8744 1885
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Registered person	Asquith Court Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

St Mary's Day Nursery is one of a number of nurseries run by Asquith Court Nurseries Limited. It opened in September 2004. The out of school club operates from a classroom in St Mary's School in the centre of Twickenham. The nursery operates from one room in purpose built premises adjacent to the school. A maximum of 26 children may attend the nursery and 24 children the out of school club at any one time.

The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year and the out of school club operates from 15:00 - 18:00 term time only. All children have access to a secure enclosed outdoor play area.

There are currently 68 children from three to under eight years on roll, of these 34 are in receipt of nursery education funding. Children come from the local area. The nursery currently supports a number of children who speak English as an additional language.

The nursery and out of school club employ eight staff, four of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children throughout the nursery and after-school club follow good hygiene practices. They know and understand when and why they wash their hands. The three-year-old confidently tells an adult 'We need to wash germs away'. Staff provide good resources to support children's independence such as liquid soap, paper towels and step stools to enable younger children to use the facilities independently. Children's awareness of maintaining a hygienic environment is promoted through staff being positive role models and encouraging the children to help clean the tables prior to eating. Excellent visual prompts remind children about washing their hands, flushing the toilet, and blowing their noses and disposing of tissues appropriately. Children's health is further promoted because there is a well resourced first-aid box in both play areas and several staff hold a relevant first aid certificate.

Children benefit from healthy and nutritious snacks and meals throughout the setting. Younger children enjoy a well-balanced meal at lunchtime and older children attending after-school are offered a good variety of healthy options. Mealtimes are a social occasion where staff sit with the children and talk with the children about their day at school or their time in the nursery. Children are encouraged to help prepare fresh fruit which they have on a daily basis. Water is available throughout the day on a low level table to ensure children can access independently.

Children have excellent opportunities to play and exercise in the fresh air. They use the well resourced nursery garden and a smaller area outside the after-school play room. Children are encouraged to free flow between the indoors and the outdoor environment depending on what they would like to play with. Staff remind children to put their coats on when playing outside in the cold weather. Older children benefit from the walking bus between their schools and the after-school club.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well maintained and secure environment. A keypad entry system on the outside gate and the nursery doors ensure that children are safe and secure. Good registration systems ensure that staff are aware of who is on the premises at any one time. Regular health and safety checks and risk assessments are used to ensure that all play areas are safe for the children. Staff are quick to respond when children become enthusiastic with the water play, mopping the floor to prevent children from slipping. These systems allow children to freely move between all the areas safely. Children are beginning to learn to take responsibility for their own safety. An adult explains to several children who were using a rocker in the outdoor area how to use the equipment safely. They explain that some of their friends' legs are not as long as their own and they need to use the smaller rocker.

Children safely choose from a broad range of quality toys and equipment. Each unit has specific equipment for the outside area which is checked on a regular basis to ensure children's safety. For example, in cold weather some of the equipment requires the ice removing before children can safely use it. Staff promote children's awareness by encouraging them to help brush the ice away, whilst discussing the importance of being careful not to slip. Children's awareness of fire safety is well promoted throughout the nursery and after-school. At registration time a member of staff asks the younger children 'Why do we take the register?' several children

answer 'In case there is a fire'. This leads to a discussion about what happens if the alarm goes off. Children confidently talk about exiting the building quickly and safely. The after-school children are equally confident with the fire drills because they are practised on a regular basis.

Children are protected from harm and neglect because staff demonstrate a secure knowledge of child protection. They confidently identify possible signs and symptoms of abuse and clear procedures to follow in the event of a concern being raised. Parents are given detailed information on staff's roles and responsibilities in this area. This is in addition to posters and information being displayed on the parents' noticeboard.

Helping children achieve well and enjoy what they do

The provision is good.

Children confidently come into the provision and quickly settle into their chosen activity. In the after school club children are developing good relationships and enjoy playing with their peers. Several children devise their own imaginary games acting out a story about aliens. They improvise using various props to increase their enjoyment. Other children ask staff if they can plant some seeds. The member of staff immediately finds some flower pots for them to decorate and cress seeds for them to plant. Staff value children's ideas and their achievements. Creative work is displayed around the room and hangs from the ceiling to create a welcoming and child friendly environment. Both older children and younger children freely move between inside and outdoors choosing what they would like to play with. All outdoor play areas are well resourced and inviting. Children are confident to seek support from staff and to involve them in their play. In the after school club staff plan a basic range of activities but very much work with the children in providing what they would like. Children are encouraged to write their ideas in a book which are then incorporated.

Children in the nursery unit are confident and motivated. They choose what they would like to play with and move around the various activities throughout the day. Staff interaction is good and they successfully operate a continuous learning environment. This enables children to develop the confidence to try new activities. For example, a member of staff notices that a child needed some more ink to continue printing on their Christmas card. The child looked around the creative area and found that paint worked with the printing set. The member of staff congratulates the child saying 'That was a really good idea'. Plans are linked to The Birth to the three matters framework and the Foundation Stage curriculum.

Nursery Education

The quality of teaching and learning is good.

Staff demonstrate clear knowledge of the Foundation Stage curriculum and use effective teaching methods to help children progress. Plans are linked to the six areas of learning to ensure that children have opportunities to progress in all areas. Comprehensive information is displayed around the room on specific areas of learning and activities that help children develop in specific areas. For example, a mathematical display showing the differences between heavy and light and number lines help staff promote children's awareness and confidence in this area. The learning environment is stimulating and interesting because staff display relevant information for children and offer them opportunities to try new and exciting activities. For example, in the construction area there are photographs of the Eiffel Tower, how to construct an archway and architects' plans. This enables children to experiment with the wide range of construction materials including large blocks of wood. Children with additional needs are well

supported. The special educational needs coordinator is knowledgeable and very committed to helping all children to reach their full potential. Children with English as an additional language are well supported and their faiths and beliefs are incorporated into the themes which all children follow. Staff complete regular and detailed observations to help them recognise individual children's progress and how to plan the next steps in children's learning. Detailed tracker books ensure that staff and parents are aware of children's progress. Photographic evidence supports children's progress. Staff generally organise the routines and space available to support children's learning. However, at times when children are all together in one area for registration time or a story they become restless and bored. As a result some children lean on each other or accidentally tread on each others' fingers disrupting other children's learning.

Children are confident and motivated in their learning. They are keen to try new activities and experiment to reinforce their knowledge. Children are developing good relationships and co-operate with each other. For example, several children enjoy building using large wooden blocks. They work together to move them from one area to another using a wooden cart. They agree the best way to move the digger that is in their way. Another child becomes excited and calls to their friend 'It's outside time, shall we play together'. They play with the water and enjoy filling various containers with water from the outside tap. Children benefit from visitors who talk with them about various subjects. A local dentist visits and helps children to practise brushing their teeth.

Children's language is developing well. They confidently engage in conversation with their peers and the adults. They successfully explain their ideas during activities. Children enjoy listening to well read stories and confidently use books correctly. A three-year-old sits in the book area with another child and shows them the pictures in the book about sharing. They point to the picture and say 'Look that's me and that's you'. They point to some words and say 'That says we share'. Other children join in and concentrate as the child continues to tell the story. Children are beginning to practise their writing skills. A four-year-old enjoys copying a member of staff who is completing an observation. They record their own version of the observation. The finished observation is displayed for all the children to see.

Children confidently count regularly, both in groups and on an individual basis, often spontaneously. A three-year-old confidently counts the number of children, announcing 16 children and an adult asks them 'And if you add you that makes?' the child correctly identifies 17 children. Staff use innovative ideas that helps children to progress. Staff provide a synthetic snake that grows when it is put in water. The children measure the snake using their hands, string and a ruler. They record how much the snake grows on a chart. Children's mathematical language is developing well, they correctly use a range of terms and language. Children have fantastic opportunities to develop their creative skills. They freely use the well resourced creative area. Children paint, make collages, design their own cards using a wide variety of materials. Children's imagination develops well as they use a wide range of good quality resources to support their play. For example, several children pretend they have a restaurant and work together preparing food and invite others to dine in their restaurant. Other children wrap up pretend Christmas presents. A four-year-old asks a member of staff if they can have some sticky tape. The child explains 'I'm making a present for my friend. I need the sellotape here so the present does not fall out'. Children work together wrapping boxes in Christmas paper. Children spontaneously make music using the wide range of instruments available.

Children have good opportunities to explore and investigate. Children explore custard, talking about how it smells, tastes and enjoy stirring and mixing to change the consistency. They also explore the foods from around the world such as maize from Africa, Chapatti from India and

sausage and mash from England. Children are beginning to experiment with technology. Several children enjoy using the compact disc player. They choose a disc and correctly press play. A child recognises the story and tells their friends 'That's the scary one' another child listening says 'No look it's not, let's listen'. Children's physical skills are developing well, they confidently use a range of tools such as paint brushes, gardening tools, and child size brooms to sweep the outside area. Children's large and small muscle control develops as they use the well resourced garden. They confidently balance and walk across the beam, climb, moving over and under successfully. Children are learning their bodies change with exercise. They participate in a music and movement session and notice their hearts beat faster as they speed up.

Helping children make a positive contribution

The provision is good.

Children's awareness of the wider world is developing well. They participate in a broad range of activities to increase their understanding. For example, they visit the school to watch the children's nativity and later a parent visits and explains to the children about St Nicholas day which some families of the nursery celebrate. Children also make 'Paratha' during Eid celebrations and learn about henna painting. In addition there is a good range of resources to support children's awareness of our diverse society. Children with English as an additional language are well supported and staff are sensitive to their needs. They implement effective procedures such as obtaining keywords in the child's first language and using photographs of the daily routines to help children understand what is going to happen next. Parents are encouraged to share their skills and knowledge to help children settle.

Children's individual needs are well catered for. Staff successfully implement policies and procedures to ensure that parents have opportunities to share information about their children and staff complete regular observations to ensure that their individual needs and interests are incorporated into activities. For example, a child enjoys singing and staff provide regular opportunities to develop the child's interest. Children with additional needs are well supported because staff are appropriately trained and work closely with other professionals. This ensures that all children are appropriately challenged and able to reach their full potential. Children's spiritual, moral, social and cultural development is fostered.

Generally, children's behaviour is good throughout the setting. They show consideration to their peers, taking turns and speaking politely to the adults and each other. However, on occasions staff do not always notice when children's behaviour deteriorates and adult support is required to enable children to understand the expectations and boundaries. Children benefit from staff and their parents developing good relationships and sharing information on their children's progress. A wide range of policies and procedures ensure that parents are kept up to date with what the nursery and out of school club are offering.

Partnership with parents and carers with regard to nursery education is good. They receive detailed and comprehensive information on their children's progress. This is both informal and on a more formal basis during parent consultations. All parents are aware of their child's key worker and how their children are progressing through the stepping stones. Excellent information is provided on the Foundation Stage curriculum and how activities and play opportunities link to the areas of learning and stepping stones. Parents report that their children are very happy, settled and making good progress in their learning. Parents state that they feel included and their contributions are valued. They feel that the staff are very approachable and are happy to update them on their children's progress at any time. All parents are confident of the procedures

to raise a concern although all commented that they could not imagine wanting to because they are so pleased with everything.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are cared for by committed and appropriately trained staff. Robust recruitment and vetting procedures ensure that all adults are suitable. The setting is part of a large chain of nurseries and relevant training is provided to ensure that all staff are kept up to date with current childcare practices. Staff operate a continuous provision approach to children's learning which ensures that all children regardless of their age are progressing well in their development and learning and have good opportunities to have fun and enjoy themselves. Generally the space and resources are used effectively to help children make choices in their play. Children are encouraged to freely choose from the wide range of resources available. Good registration systems are in place to ensure that staff are aware of who is on the premises at any one time. Generally children are well supported in their play and development. However, on occasions particularly at group times such as registration and story time, staff do not always support children sufficiently and some children's behaviour deteriorates. The setting has a wide range of policies and procedures to support staff in providing positive outcomes for children. These are reviewed on a regular basis to ensure they reflect the current provision. All the required documentation is well organised and stored securely to maintain the confidentiality of the children and their families.

The leadership and management are good. The person responsible for nursery education provision is enthusiastic and motivational for all staff. Regular meetings ensure that children are making good progress in their development and learning. Good training opportunities are provided to ensure that staff are skilled in enabling all children to develop and learn at their own pace. Effective procedures are in place to monitor nursery education provision such as regular visits from advisory teachers and other professionals. Any improvements or suggestions are welcomed and actioned. The nursery chain has their own development officers who visit regularly to monitor the provision. Staff have realistic expectations and awareness of the setting's strengths and areas to improve. For example staff recognise that the outside area could be improved to maximise children's learning. This is being addressed. All staff are enthusiastic and committed to providing good quality care and education.

Improvements since the last inspection

At the last inspection the setting agreed to ensure that the behaviour management policy is fully understood by all staff and consistently applied. All staff have attended a behaviour management training and the manager ensures that staff are familiar with the policy and it is applied consistently throughout the setting. However, at times staff do not always notice when children's behaviour deteriorates and incidents occur. The setting also agreed to ensure there is a system in place for sharing child protection information with parents. All parents receive information on the setting's policy in the information they are provided with when they register their child and detailed information is displayed on the parents' noticeboard. The setting also agreed to improve the quality of food served at lunchtime to ensure children have a healthy and nutritious diet. The nursery and after-school club have changed suppliers and the children's food is healthy and nutritious. In addition they are provided with fresh fruit and veg on a daily basis. This helps children to maintain a healthy diet.

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 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 that staff are deployed effectively to manage children's behaviour

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):

- continue to review the organisation of the group times to ensure that the needs of all children are met

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