

# Noddy's Nursery School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 123187   |
| <b>Inspection date</b>         | 05 March 2008  |
| <b>Inspector</b>               | Alison Jane Kaplonek                                 |
| <b>Setting Address</b>         | Trinity Church Hall, Beaumont Road, London, SW19 6SP |
| <b>Telephone number</b>        | 020-8785-9191  |
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| <b>Registered person</b>       | Sarah Edwards  |
| <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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Noddy's Nursery School opened in 1985. It operates from a purpose built nursery building, located in a quiet residential road. The nursery serves the local and surrounding wider area.

There are currently 83 children under five years on roll. This includes 19 funded three and four year olds. The nursery supports children who have special needs and children who speak English as an additional language. Children attend full day sessions.

The nursery opens five days a week, all year round, from 08:00 until 18:30

There are nineteen full time and four part time staff who work with the children; of these, fourteen staff have early years qualifications, eight staff are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

The nursery has a Montessori emphasis in the group rooms for children over two years old.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's good health is assured in the clean and well maintained environment. They are very well protected by staff who follow effective procedures and practices, such as regular cleaning of surfaces and changing mats. Babies' emotional well-being is nurtured by staff who manage their individual feeding and sleeping routines well. Older children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. Good use of documentation ensures that staff are recording accidents or the administration of medicines. Registration forms include information regarding children's allergies and dietary needs. Permission is obtained from parents to enable staff to administer first aid or to seek emergency treatment or advice.

All babies and children are offered healthy snacks, such as breadsticks or rice cakes. Toddlers and older children enjoy the social interaction with their friends and staff as they sit at the table together. All children are offered drinks each time they eat and can access their own drinks containers at any time. Older children are encouraged to pour their own drinks at snack time. Healthy and nutritious main meals are freshly cooked on the premises each day and are provided in a pureed or mashed form for the babies and toddlers. Children try a wide range of fresh fruit and vegetables and enjoy fruit lollies in the summer.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the play areas, when they can access a range of equipment which enables them to practise skills, such as climbing, pedalling and running. Babies and toddlers have opportunities to crawl or practise walking and climbing, in the safe and varied indoor area. Older children enjoy the dance and drama sessions provided by visiting teachers. They confidently use a good range of small equipment to increase their manipulative skills, such as scissors, paintbrushes and pencils and are gaining in control and co-ordination.

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

The provision is good.

Children are well-cared for in a safe, secure and child friendly environment. The entrance to the nursery is supervised by staff, ensuring that no unauthorised adults can gain access. Good use of the available space enables children to move freely within the rooms, accessing the toilets or choosing from the activities available. They are provided with well-maintained equipment, such as, small tables and chairs, and play materials which are appropriate for their age and stage of development. Babies and toddlers can safely crawl or practise their walking skills within their own rooms, whilst older children safely move between their main room and the toilet area. Staff are alert and reduce the risk of accidents by carrying out visual and written risk assessments on the premises and equipment. Children are familiar with the fire evacuation procedure which they practise regularly.

Children are well-protected by staff who have a good understanding of child protection procedures and keep local contact numbers easily accessible. All staff read the child protection policy as part of their induction process and update their knowledge through in-house training. They know that they have a duty to report any concerns about the children in their care.

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

The provision is satisfactory.

Babies benefit from the provision of a good range of resources and activities. Resources are stored in child friendly containers or baskets, most of which the younger children can access themselves. Staff are attentive and responsive to the younger children, talking to them and encouraging them to find their voices. They cuddle and give reassurance to those who are upset or unsettled. Babies enjoy using the soft play equipment, looking at books and a range of sensory experiences such as feeling gloop or jelly. Toddlers enjoy painting, sometimes with their hands and feet, listening to stories or singing songs. Assessment records are kept for all children and plans are written for each room within the nursery school. However, the plans do not always show clear learning intentions linked to the Birth to three framework and activities for some toddlers are adult led and lack challenge. Staff are kind towards the children, and enjoy their company, but opportunities to provide practical activities and stimulate learning through positive interaction are sometimes missed.

Nursery education.

The quality of teaching and learning is satisfactory. Children are making reasonable progress in all areas of learning. They have access to an appropriate range of good quality resources which are at their height and well labelled. Staff value the children's work and use much for display purposes, providing a colourful and stimulating environment. Activities are planned daily, linked to topics, such as, people who help us or colours and shapes. However, the plans do not link to the Foundation Stage curriculum next steps in children's learning and staff miss opportunities to challenge the children or fully extend their learning in all areas. Assessments are made and linked to the early learning goals, but are not used for future planning. Children do not often take resources to other areas of the nursery, for example writing implements to the role play corner. This limits the play and learning that they can initiate for themselves and means that activities are often adult led. Children are supported by staff who provide a calm learning environment where children feel secure and able to learn and contribute their thoughts.

Children are confident speakers and participate freely during circle time discussions. Some use language as they organise their play, for example, as they dress up and pretend to be 'people who help us.' They all enjoy their group story time, although they do not freely access books at other times. Some children are beginning to recognise their name and write recognisable letters. Children practise pencil control as they label their pictures, but do not often develop their writing skills during their play, for example making lists or menus.

Children count well, many up to five and above and are beginning to recognise numbers. They take part in activities to explore shape, size and measure. They learn about quantity as they measure water in different sized containers. However, they do not use their knowledge of numbers in everyday activities or routines to solve simple number problems, for example how many more cups or chairs are needed at snack time.

Children explore and investigate with a range of materials and resources. They learn about the rainforest and cold and snowy climates. They build and construct with a range of tools and materials, such as dough or craft resources, although usually when chosen by adults, limiting imaginative and creative play. Children confidently complete simple programmes on the computer. They know their colours well and enjoy drawing representations of their faces, or fire engines, complete with ladders and hoses. They join in enthusiastically with the drama and music sessions run by the visiting teachers.

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

The provision is good.

All children are welcomed and included in the routine of the nursery. They play an active part in the selection of the activities and resources which are available to them. Babies and toddlers are cared for by attentive staff who are responsive to their needs. They settle in quickly and are developing their self-assurance. Staff complete daily record sheets with information about each child's particular sleeping and feeding routine, which they then share with the parents. Children with learning difficulties and/or disabilities or English as an additional language are provided with good support and have individual education plans. Older children are gaining in self-confidence and form good relationships with staff and each other. They behave well and are learning to share and take turns. Most help to tidy up and independently attempt to put on their coats as they go out to play. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are kept well-informed about the setting and their children's progress and activities, through regular parents evenings, access to the planning and daily discussion with staff. They find all staff very approachable and feel able to discuss any issues which may arise. Parents are able to be involved in their children's learning and talk to their children about the latest topics, such as colours or people who help us, when they go home. Parents sometimes come into the nursery to share their expertise, for example, talking to the children about the importance of cleaning their teeth.

## **Organisation**

The organisation is satisfactory.

Children are well-settled and happy in the nursery school environment. Their health and safety is assured as they are cared for in secure premises where staff are appropriately checked and qualified. Daily registers are completed for all children, staff and visitors, although those for visitors and staff are not always completed accurately. All essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff work directly with the children, providing support where required. They work well as a team, understand their shift routines and responsibilities, and ensure that children's individual needs are well met. However, the lunchtime routine is less well organised and means that toddlers and older children often sit for long periods of time, lack opportunities to become more independent and serve themselves, and sometimes eat food which is cold.

Leadership and management is satisfactory. There is a clear management structure in place within the nursery school. Management and staff are committed to making improvements. Staff turnover is low and all new staff take part in an induction process. Existing staff receive regular development reviews to identify their training needs. However, regular evaluation and monitoring of the education provision is not carried out fully to enable management to identify the areas which require improvement. Overall the nursery meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the nursery school were asked to conduct a risk assessment on the premises identifying and taking action to minimise identified risks in the outside area to make sure that the premises are secure and that children are unable to leave the outside area unsupervised. Fencing and gates have now been erected in the rear outside area to ensure that

the premises are secure. The nursery school were also asked to ensure that the nappy changing areas have appropriate disposal units. Nappy changing facilities meet the required National Standards.

To improve the provision for nursery education, the nursery school were asked to improve the frequency of when observations are conducted on children, so that planning can be informed of the next steps of development and assessment updated accurately. They were asked to ensure that activities are planned that challenge and stimulate four year old children and the more able three year old children. Little improvement has been made in this area. Assessments are not kept up to date or used for future planning. Activities continue to lack challenge for all children. This has been identified as a recommendation at this inspection.

The nursery school were also asked to ensure that children are given regular opportunities to learn about information and communication technology. New equipment has been purchased and plans include opportunities for children to learn about information and communication technology. Children use computers and other equipment, competently.

Lastly, the nursery school were asked to make sure that children have opportunities to learn about body awareness and the importance of staying healthy. Children now play an active part in keeping themselves healthy by washing their own hands after using the toilets, or before eating. They talk about how they feel after exercising or if they are needing a drink if it is a hot day.

### **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 that toddlers and pre-school children are provided with a more interesting range of practical and challenging activities, linked to the Birth to three framework and the Foundation stage curriculum, and that staff stimulate further learning through positive interaction with children as they play.

- reorganise lunch routines for toddlers and pre-school children, to ensure that children are able to develop their independence and are not sitting for long periods of time.
- ensure that registers of attendance used by staff and visitors are completed accurately.

### **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):

- ensure that more frequent observations and assessments are made for pre-school children, in all areas of learning, and ensure that these assessments are used to inform future planning which shows clearly the next steps in children's learning.
- reorganise the learning environment and timetable to allow children free access to resources and a wider choice of activity, to enable them to initiate their own learning, with particular regard to communication, language and literacy, mathematics and creative development.
- devise and implement a system to monitor and evaluate the provision for nursery education, to ensure that all children are correctly challenged and able to reach their full potential.

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