

# Melrose House Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY369321
<b>Inspection date</b>	02/12/2008
<b>Inspector</b>	Linda Close
<b>Setting address</b>	39 Melrose Road, LONDON, SW18 1LX
<b>Telephone number</b>	02088747769
<b>Email</b>	melrosehouse@hotmail.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Melrose House Nursery School has been running since 1991 under the same ownership. The setting was re-registered in 2008 because of a change of legal entity. The nursery is located on the ground floor of a detached house in a residential road in the West Hill area of southwest London. The local authority is Wandsworth. Children are cared for in two playrooms and there are toilets and kitchen facilities nearby. Children have direct access to an enclosed patio and garden area for outdoor play. There is a sloping ramp ending in two steps leading down from the outer door to the playroom entrance but the playrooms are all on one level. The garden is accessed via a short flight of steps from the patio. The nursery is open during term time only. Sessions begin at 09:15 and end at 12:15 on Monday, Wednesday and Friday. Sessions begin at 09:15 and end at 15:00 on Tuesday and Thursday.

The nursery is registered to provide 24 places for children in the early years age range. There are currently 20 children on roll aged two to four years and 18 of these children are present at the time of this inspection. None of the children currently on roll have learning difficulties. A small number of the children are learning English as an additional language. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The manager and four other members of staff care for the children. The manager and two of the staff hold relevant qualifications and the two remaining members of staff are working towards National Vocational Qualifications at Level 2. The nursery has a pet dog.

## Overall effectiveness of the early years provision

Staff make good use of valuable information gained from parents to establish children's starting points. They observe the children and show a good understanding of their individual needs. Staff plan with care and they help every child to make good progress. The provider and staff carefully evaluate the quality of the provision for children in the setting and the steps they take to implement improvements are effective and ongoing.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the range of cultural activities include some that reflect the background of every child attending the nursery
- ensure that accident records maintain children's confidentiality
- ensure that the fire evacuation procedure is displayed.

## **The leadership and management of the early years provision**

The provider/manager is actively involved in working with the children each day which means that she is fully informed about the quality of the provision for children. She greets parents and children personally and takes responsibility for keeping the setting secure. Every member of staff is checked for suitability at the time of their employment which helps to safeguard the children. A rolling programme of training ensures that staff are aware of child protection issues and procedures and they know what signs or symptoms indicate that children may be ill-treated.

Staff enjoy very good relationships with parents and carers and the adults regularly share information about children's development and progress formally and informally. Parents say that they have every confidence in the staff who are approachable and always ready to listen. New systems have been put in place recently to enable parents to raise any issues or concerns. Parents value the providers extensive knowledge of local schools and they rely on her to assist them when choosing a suitable primary school for the children to move to after attending the nursery.

The provider and staff evaluate the setting effectively in most respects although it has not been noted that accident records are not completed in a way which maintains confidentiality. All other documents and records are well kept. A major refurbishment programme has been successfully implemented this year which has greatly enhanced the accommodation for the children. Fire evacuation is practised monthly and egress is straightforward although the procedure is not displayed. Evaluation of the educational programme has also taken place and the provider and staff have successfully developed their teaching methods to place greater emphasis on children learning through play and exploration. They have adopted a new system of planning which they monitor and constantly strive to improve. They are conscientious in their approach to ongoing professional development and their training helps them to provide a worthwhile programme of activities for every child who attends.

## **The quality and standards of the early years provision**

Staff track and record the achievements of each child in all areas of their learning. They plan with care to help every child to make the best progress. A particular strength in their work is the way in which they promote children's independence. Staff have arranged toys and resources so that the children can make choices and decisions. A new art trolley is well stocked and inviting and the children have used the resources to create all manner of Christmas decorations. Their art work is varied and colourful and made according to their own ideas. Staff are good role models for the children. They demonstrate polite ways of speaking and they help children to behave with consideration for the needs and feelings of others.

Staff teach the children to keep safe by allowing them the opportunity to climb the low Rhododendron trees in the garden if they want to and if parents give their

permission. This is enabling for the children because they learn to judge their own capabilities and take risks that they feel comfortable with, which is good for their future safety. Daily energetic play in the garden, and lively games and activities led by a specialist teacher indoors, promote good health. Children are learning about healthy choices at snack time when they wash their hands and prepare and share fresh fruit. They talk about healthy eating with the staff although the ingredients they use in cooking activities are often sweet which is not wholly consistent.

Staff promote children's welfare well. They are clear about their roles and responsibilities and they focus their full attention on the children at all times. A first aider is present at every session and the procedure for administering medication is carefully followed. Staff deployment ensures that the children are safely supervised at all times. Children are cared for in a warm, well lit setting where they have easy access to a good selection of books, toys and resources. Tables and chairs are the correct height for the children to sit in comfort. Older children take part in story time and some activities in one playroom and the younger members of the group in another. However, the staff encourage the children to enjoy free play using all of the space and they mingle freely for the greater part of the time.

Children ask questions confidently and they are keen to express their own thoughts and ideas. Staff listen to them patiently and they encourage clarity of speech and the correct use of language through speaking to the children clearly. Staff value the linguistic diversity of the children and they provide very good support to those who are learning to speak English as an additional language. Toys, books and dressing up clothes are multi-cultural and celebrations in the setting include Eid, Divali, Easter and special days for mothers and fathers. However, the range of celebrations covered in the programme over the year does not fully reflect the background of every child in the setting.

Children learn about the world around them through local outings for them to enjoy activities which include pond dipping and through activities such as planting Daffodil bulbs in the garden. They have been learning about the care of animals and they have enjoyed collecting eggs from the nursery chickens. The children are lively but well behaved. Through patient explanation and discussions with staff they learn what is expected of them.

Parents say that the children are very happy in the nursery and they look forward to coming here to play with their friends. The children are developing skills that will contribute to their future economic well-being. They learn about the sounds and shapes of the letters of the alphabet and the meanings of words and they enjoy listening to stories. Staff introduce them to numbers and counting through games and songs which include Three Wise Men and Three Mince Pies. Children have access to a computer and suitable software and plans are in hand to obtain an interactive whiteboard in the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints made to Ofsted.

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.