

# Melrose House Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY369334
<b>Inspection date</b>	23/04/2009
<b>Inspector</b>	Martha Naa Ahimah Darkwah
<b>Setting address</b>	Melrose House Nursery School, 55 Finlay Street, LONDON, SW6 6HF
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<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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 in operation for 11 years and re-registered in 2008 when it became a limited company. It is located on the ground floor of a house in the Fulham area of the London Borough of Hammersmith and Fulham. The setting consists of two children's group rooms, toilet facilities and an enclosed yard at the rear of the property which is used for outdoor play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 27 children may attend at any one time. There are currently 22 children in the early years age group on roll, 11 of whom are in receipt of education funding. The nursery is open for 33 weeks in the year. Sessions run from 09:15 to 12:15 on Monday, Wednesday and Friday and from 09:15 to 15:00 on Tuesday and Thursday. Children come from the local and wider community. The setting welcomes children who have learning difficulties and those who are learning English as an additional language. Four staff members are employed, all of whom hold a relevant childcare qualification.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. Staff members establish close links with parents and carers and together they identify children's stage of development and learning. Children's individual needs in relation to care and education are carefully assessed and met very successfully. Cultural diversity is valued and respected well overall. Every child is making excellent progress towards the early learning goals given their starting points. The management and staff team are dedicated to maintaining high standards of care and education in the setting and they constantly strive to update and improve.

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

To further improve the high quality early years provision the registered person should consider:

- ensure an accurate and up to date record is maintained of children's daily hours of attendance (Documentation)

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

Management strongly encourages a culture of reflective practice in the setting. Regular appraisal exercises help staff to identify their strengths and areas for development. Staff members attend regular refresher courses about child protection which helps to keep the children safe. They enhance their own professional development and improve the quality of the provision for children.

The nursery school fosters close working relationships with parents and other

professionals who have a positive impact on the quality of care and education offered. The staff have developed excellent strategies to work in partnership with parents and carers. They use questionnaires at several points during the child's time in the setting to obtain any comments about how the service can be improved. Completed questionnaires are very positive, expressing how happy parents are with the provision. Parents receive daily feedback about the day's events, regular newsletters, emails informing them of future events and plans. In addition the staff members plan meetings to support parents in their understanding of the Early Years Foundation Stage.

Staff work closely with parents and carers and they act on advice and guidance from professionals and outside agencies. They observe children closely and offer support which is tailored according to individual needs, including individual education plans with targets and regular reviews. The setting provides additional staff to support children when required.

All the necessary records and documentation are in place and maintained. Records indicate fire drills are held regularly. Risk assessments are used effectively in monitoring and reviewing safety. Comprehensive written information and procedures are in place relating to safeguarding children. Staff members are clearly aware of their responsibilities and the procedure to follow if they have concerns to help to promote children's safety. A record of children's attendance is maintained, however, it does not always reflect their actual hours of attendance.

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

Children are happy and very secure in this well organised environment. They enjoy a range of well planned, meaningful play experiences that encourage their learning and development. Children benefit from good interaction with staff members who support them well in their play, making suggestions, asking questions and encouraging children's language development through constant conversation. Children confidently discuss with staff why they need to wear sun hats and use sun cream when playing outside on a hot day.

Comprehensive forms completed at the start of placements give details of children's starting points and the main language spoken at home. Staff members observe the children in all groups carefully. They note their responses to activities and then make excellent use of their notes to plan the next steps for each child, although a weakness in planning is that the multicultural activities, although worthwhile, do not fully reflect the cultures of the children attending the setting. Staff members use photographs to record special moments and trips to share with parents. They also display large photographs and use them as a tool for further learning, as children recall and discuss what they did with great enthusiasm. These well chosen outings strengthen children's confidence, extend their knowledge and understanding of the wider world and enrich their vocabulary.

Children decide which computer programmes to use and they competently select them using the computer mouse. For example, children use software which allows them to draw on the interactive whiteboard. They drag and draw and talk excitedly

about what they are doing. The interactive whiteboard has a screen that can be moved to the right level and height for inclusive practice. They compare, match and count accurately and show great prowess with memory games and in using the mouse to drag and drop the eraser on the screen. Children learn about numbers, counting, size, length and shape through carefully planned play. Staff members are fully focused on the children throughout the session. For example, at story time, they ask open ended questions to encourage the children to think beyond the obvious and they nurture language development by modelling clear speech and by introducing and explaining new words.

A wide range of attractive books is accessible to the children and they often choose to relax on a cushion and look at a book. Many of the older children are beginning to make the connection between the sounds and the shapes of letters of the alphabet. Activities that promote the development of children's literacy, numeracy and information technology skills contribute effectively to their future economic well-being.

Children thoroughly enjoy a well planned and sociable snack time. They help to cut bananas and help themselves from a selection of attractively presented fresh fruits. They serve strawberries, raspberries and raisins on individual plates. Staff members follow clear procedures to meet children's individual dietary needs and allergies. Children chat to each other and the member of staff supervising the snack table as they eat and drink. Parents provide a packed lunch for children who stay all day. Drinking water is constantly available for children to help themselves and they are gently reminded to drink on hot days.

Children learn about the world they live in through celebrating events such as St George's Day, in addition they look at the life of others around the world, as they learn how to spin wool and make felt. They see the local community and the wider world reflected in the toys and resources they use and in trips within the community.

A visual timetable helps all children to know their routine. Children's individual needs are well known, enabling staff to plan and provide activities and experiences that interest and encourage all children to participate at their own pace. Children in all groups are gaining confidence and good social skills. They know they must share and take turns with favourite toys and equipment. They are very helpful at tidy up time and they are gaining independence and an enthusiasm that will serve them well in their learning.

Children have good opportunities for physical exercise and outdoor play in the nursery garden. They ride bikes, confidently park these in their numbered bays in the garden. They dig up compost and greatly enjoy seeing the progress of the bulbs and seeds they planted. Staff and children laugh together as they role play and enjoy a picnic in the garden. Children follow good hygiene procedures as part of the daily routine. They are reminded to wash their hands after using the toilet and before snack and lunch.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **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