

Anglo Spanish Day Nursery

Inspection report for early years provision

Unique reference number	144080
Inspection date	09/06/2009
Inspector	Cheryl Walker
Setting address	152 Clapham Manor Street, London, SW4 6BX
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Type of setting	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).

Description of the setting

Anglo Spanish Day Nursery opened in 1998. It operates from four rooms situated on the ground floor of a terraced property close to Clapham Common. It is open each weekday from 08:00 to 18:00, all year round. Children have access to an outdoor play area which has been coated with a safety surface.

The nursery is registered on the Early Years Register. A maximum of 52 children may attend the setting at any one time and there are currently 53 children on roll, some attending on a part-time basis. One of the aims of the nursery is for children attending to speak both Spanish and English fluently by the time they reach five years of age. The nursery supports children with learning difficulties and/or disabilities.

The setting employs a team of ten staff that work with the children. More than half of the staff hold appropriate early years qualifications to at least NVQ level 3.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children are happy and settled and enjoy their time at the nursery, making steady progress in their learning and development. Their welfare is promoted appropriately, particularly in regard to promoting children's safety. Children's individual needs are suitably catered for and they benefit from learning Spanish as an additional language through bi-lingual staff, although there is less emphasis placed upon valuing the home language of those that speak languages other than English or Spanish. The manager is relatively new to her post and has identified some strengths and weaknesses, though she has not yet had the opportunity to implement and develop some of her positive ideas for improvement.

What steps need to be taken to improve provision further?

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

- improve the information available to parents concerning the curriculum
- review the organisation and presentation of resources and equipment to foster children's interest and enable all children to make informed, independent choices
- review the programme of activities to ensure there is a balance of adult-led and child-initiated activities available to all children

The leadership and management of the early years provision

Children are cared for by a suitably qualified staff team who have been appropriately vetted. Staff work well together and are well deployed to ensure children receive sufficient support. The setting is safe and secure, with regular risk

assessment and good security systems in place to ensure that children cannot leave the setting unattended. All of the required documentation that safeguards children's welfare and contributes to the smooth day to day running of the setting is in place and maintained appropriately.

Parents are invited to share what they know about their child when they begin at the setting, as an initial assessment is conducted. They have appropriate opportunities to become involved in the setting via the Parent's Association and are kept informed of children's progress through verbal discussion and written reports. They have however, indicated that they feel less informed about the curriculum and ways to become involved in this.

Systems for self-evaluation of the setting have been implemented and parental views gathered through questionnaires. The setting have identified some areas for development, for example, the balance of adult-led and child-initiated activities, though timescales for future implementation are not noted. Recommendations set at the last inspection have been suitably addressed, with children in the older age group room hearing more of a balance of Spanish and English, in preparation for school, though this is less evident in the younger age group room, where there is more emphasis on Spanish.

The quality and standards of the early years provision

Children's health is promoted through a balanced and healthy, home cooked menu and through a developing understanding of the need to live a healthy lifestyle. Food is cooked and served on the premises and children sit together sociably with staff to enjoy their meals. Children benefit from regular opportunities to utilise their physical skills in the well presented outdoor area. For example, they show increasing levels of confidence when they practise balancing and climbing on the play equipment, throwing and catching a ball and develop accuracy when they manage to throw a ball through a basket ball hoop. Staff ensure the outdoor areas accessed by the children are safe through daily checks and talk to the children about this so that they understand why the checks are made. Children begin to learn about keeping themselves safe through regular fire drills and practise evacuation from the setting. They are reminded to walk through the setting rather than run, to respect their environment and to tidy away their toys if no other child wants to play.

Children have built warm relationships with their peers and with staff and engage in the activities available to them. A key person system is in place and staff assist children in settling into new rooms as they move through the setting. They have the opportunity to take part in a range of activities that cover the six areas of learning, though the adult-direction of some of the activities and use of photocopied sheets for colouring limits children's creativity and opportunities for independent learning. Most resources are accessible to the children to enable them to self-select, although the layout and presentation of the learning environment does not stimulate children's curiosity and interest or encourage them to explore.

Children enjoy sitting together in the book area to look at books and share these

with their friends. They join in with Spanish story telling, indicating their understanding and show confidence when they stand in front of the group to take part in action rhymes and counting songs. They use descriptive language during conversation and ask for a drink in Spanish. The setting are successful in encouraging children to understand and speak in Spanish, using gestures and signs to aid in communication. The value of other home languages is less acknowledged however.

Staff demonstrate a sound knowledge of the need to observe children's learning and plan for their individual development. They review the observations they make of children each week during a period of non-contact time, enabling them to focus on planning for children's next steps in their learning journeys. However, some focussed teaching activities are too advanced for all of the children in the group, resulting in some children losing concentration.

Children behave well as they learn to take turns and to share with their friends. They chat socially when they engage in play and ask for support from adults when they need to, indicating that are secure and relaxed in the setting.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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