

Peques Anglo-Spanish Nursery School

Inspection report for early years provision

Unique reference number EY371789
Inspection date 22/06/2009
Inspector Linda Close

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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).

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

Peques Anglo-Spanish Nursery School was registered in 2008. The nursery is registered to provide a maximum of 40 places for children aged one to five years, and of these, nine may be under two years old. The nursery provides a bilingual learning experience for children whose parents wish them to learn both Spanish and English. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is located in basement rooms below a church in Fulham. The local authority is Hammersmith and Fulham. There is a main hall which can be divided to provide a quiet area for children under 2 years. The hall and rooms are level but there are two flights of steps down to the setting from street level. Children's nappy change and toilet facilities are accessed directly from the hall. There is an enclosed outdoor area at the setting which is used for some activities but the children take daily walks to a sister setting to enjoy outdoor play in a larger enclosed garden space.

The nursery opens at 08:00 and closes at 18:00 every weekday throughout the year closing only for two weeks over the Christmas period. There are eight members of staff including the manager and the majority of the staff are appropriately qualified. A professional chef prepares children's meals in a kitchen which is adjacent to the main hall. There are 40 children on roll in total and 28 were present at the time of this inspection. Almost all of the children attending speak more than one language. None of the children have learning difficulties or disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff are patient and observant and they ensure that each child's individual needs are identified and well met. Their kindly support helps the children to feel safe and enjoy their activities. The children's starting points are carefully noted and they are making good progress in their learning. Parents and carers are warmly welcomed and good quality information is shared with them so that they understand the aims of the setting and can help their children at home. Managers and staff evaluate their work effectively overall and they are keen to find ways to improve.

What steps need to be taken to improve provision further?

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

- ensure that records of attendance and accident records include the full names of the children and staff involved
- extend the range of books to include some that reflect children's home language and culture and ensure that some books include people with disabilities

- improve the organisation of outdoor art and craft activities so that children can choose and use materials undisturbed by others.

The leadership and management of the early years provision

Children's safety is promoted very well. Risk assessments are carried out at the setting and for outings. Staff are vigilant when children negotiate the steps to their outdoor area. They are particularly careful in their supervision of the children on their regular walks to and from their sister setting where children benefit from the larger outdoor play space. Monthly fire evacuation practices ensure that staff and children know what to do in an emergency situation. Sleeping children are accompanied at all times to keep them safe.

The managers and staff are working hard to ensure that their provision is continuously improving. The setting is taking part in a quality assurance exercise which involves staff in evaluating specific areas of their work and with valuable advisory support from the local authority they are working together well to develop their service. Staff work with their managers effectively to evaluate their work and together they identify their training needs.

Staff ensure that parents and carers have easy access to the information that they gain from observing the children at play and parents can see what is planned for the children to support their future learning. Detailed information is gained from parents about children's individual care needs and staff make sure that children have appropriate food, comforters if required and sleep when they need it. All of the necessary permissions are gained in writing from parents. Staff maintain all of the required records for each child including their names, dates of birth and other important details. Staff record children's attendance and information about any medication and accidents. However, some of the records are partially incomplete in that they refer to children and adults by their first names only.

The quality and standards of the early years provision

Parents and staff work together to settle the children into the setting following a well established procedure which can be adjusted for each child. As a result the children are relaxed and happy and any initial tears are soon dried because the kindly staff distract the children and offer them affectionate support. Relationships in the nursery are very good. The children learn to treat each other with respect because the staff are good role models. Staff soon notice any disagreements and they settle matters in such a jolly, charming way that squabbles are soon forgotten.

Children are developing good attitudes towards healthy eating because the food that is offered is tasty, nourishing and wholesome. The appetising smells that waft through from the kitchen attract the children's interest and most of them eat well. They demonstrate their growing independence when they pour out their own drinks, choose their snacks and eat their meals with little assistance. Staff sit with them and encourage good table manners and they help the children to enjoy the

social aspect of their mealtimes. Children learn good routines for personal hygiene when they wash hands before eating and clean their teeth after lunch.

Children make good progress with their speech and language. They hear the Spanish language and the English language throughout the day and they respond to staff with growing fluency. Every group is cared for by staff who are native speakers of Spanish and English which ensures that both languages are supported well and correct pronunciation and vocabulary is modelled. Children sing songs and hear stories in both languages and their vocabulary is extended well throughout the day. Children have easy access to a selection of story books in a comfortable reading area. However, the books are either Spanish or English and the selection does not reflect all of the languages that the children speak. Furthermore there are few books that include people who are disabled. In other ways staff show appropriate respect for diversity. They arrange celebrations and international events that parents that parents can support and take part in.

Children are making good progress in problem solving, reasoning and numeracy. Staff find ways to extend children's learning in play. They help children to sort blocks for building and the children easily find blocks of the correct shapes and sizes when they are constructing towers. Children have access to a modern computer and suitable software. Their developing literacy, numeracy and early IT skills provides a firm foundation for their future learning.

Observations, discussions with staff, plans and photographs show that the children enjoy a broad and well balanced range of activities. Every week includes music, dance and drama activities. Staff sing with the children throughout the day to signal changes from one activity to another. One member of staff plays a classical guitar to accompany singing and the children join in with pleasure. They make music themselves with percussion instruments. Art and craft activities help children to express their own ideas using a good range of resources and media. Art and craft activities indoors and outside help children to express their own ideas using a good range of resources and media. Some of the groups taking part in outdoor art activities are too big which sometimes prevents the children from fully enjoying their art work.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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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