

Bushy Park Day Nursery

Inspection report for early years provision

Unique reference number EY291457
Inspection date 11/11/2008
Inspector Patricia Jane Daniels

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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

Bushy Park Day Nursery is run by Asquith Court Nurseries Ltd. The nursery is in a converted church. There are 3 play rooms for toddlers and children and a separate area for babies. There are enclosed areas for outdoor play. The nursery is open daily from 08.00 to 18.00, for 51 weeks a year. There is level access to the main hall. The baby room is accessed via stairs and no lift is available.

The nursery cares for a maximum for 64 children on the Early Years Register and is in receipt of funding. The group supports children who speak English as an additional language and those who have learning difficulties or disabilities.

There are 17 staff working with the children, of whom 15 have an early years qualification. The setting receives support from the early years department from the local authority.

Overall effectiveness of the early years provision

Children experience a variety of activities that cover all areas of learning and development. Babies' development is well supported through effective, personalised assessment and planning. However, the process is not used as consistently throughout the nursery. Parents are informed of their children's achievements and positive relationships with the nursery are developed. Systems of self-evaluation and risk assessment are in place, but they do not always highlight major areas for consideration.

What steps need to be taken to improve provision further?

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

- ensure the systems for assessment and planning are implemented consistently across the provision, so that children's progress and any gaps in their learning are clearly identified

To fully meet the specific requirements of the EYFS, the registered person must:

- assess the risks to children in relation to fire safety and take action to minimise these (suitable premises, environment and equipment) 14/11/2008
- obtain written permission from parents before administering medication to children (safeguarding and promoting children's welfare) 14/11/2008

The leadership and management of the early years provision

Required documentation and records are in place, although they are not always well organised to be readily available to all room leaders. There are effective systems to safeguard children because staff are checked for suitability. Children are protected because staff understand the procedures to take if they have concerns about their welfare. If bank staff are required, they are familiar to the children, to ensure continuity. The key person system supports children's welfare and development, but activity planning is not cohesive across the nursery. Annual staff appraisals are undertaken to monitor staff development and identify training needs. A system of self-evaluation is used to assess practice and highlight strengths and weaknesses. However, staff are not consulted in the self-evaluation process and some of the identified areas for improvement do not have a significant outcome for children. Other weaknesses with greater impact are not identified. The environment is organised to enable children to access resources and independently follow their interests. The nursery takes steps to build a strong relationship with parents. It provides an unhurried induction period for children, where staff and parents can exchange information about care and welfare.

The quality and standards of the early years provision

Children enjoy warm relationships with staff in all areas of the setting. Babies receive lots of cuddles and are cared for in a gentle, calm atmosphere. Older children confidently approach staff for support. There are systems in place for observing and recording what children do and know, in line with the company's policy. Staff in the baby room record the observations of their key children and organise activities to promote their development every week. This supports their learning needs. In all other areas of the nursery this system is used sporadically, and observations are not consistently used to plan the next steps in children's learning every week. Activity planning and provision for several children is not in place. Staff keep records of children's work and observations of their achievements. However, these do not clearly define the progress made towards the early learning goals, or identify the gaps in children's learning. Sometimes outdoor play sessions are not well organised, and resources are not fully prepared.

Children across the nursery enjoy investigating a range of creative materials. Babies and young children explore water, sand and tactile materials with interest. They express themselves with gestures, sounds and developing language. Staff respond and encourage communication further by chatting to the children and explaining what will happen next. Children aged between two and three years listen attentively to stories and enjoy looking at books. They make glitter pictures and proudly show their creations to others. Science and nature are particularly well promoted within the pre-school room, which encourages the children to be curious and interested in the world around them. Several children can write their names and some can match sounds to letters. The children express their ideas freely and enjoy playing imaginatively.

Staff work well with parents and outside agencies to meet the needs of children

who have learning difficulties and /or disabilities. Parents are provided with displays of photographs and information about the Early Years Foundation Stage. Parents' evenings are held twice a year, when parents formally check on their children's progress and view their records.

Staff have considered the needs of boys and girls when organising the welcoming environment. The premises are secure and assessed for potential hazards. However, the risk assessment has not effectively considered fire safety arrangements by ensuring that exits remain clear at all times. Children learn how to behave in a way that is safe, although staff do not always take the opportunity to encourage them to consider the feelings of others. Staff maintain high standards of hygiene to prevent the spread of infection and children are learning good routines for themselves. The medication policy is not effectively implemented at all times, to ensure that medicines are clearly labelled and parental consents are in place.

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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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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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