

Parkway Nursery School

Inspection report for early years provision

Unique reference number	511426
Inspection date	25/11/2008
Inspector	Helen Deegan

Setting address	55 St. Leonards Road, East Sheen, London, SW14 7NQ
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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 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

Parkway Nursery School opened in 1974 and is privately owned. It operates from three ground floor rooms of a residential house in East Sheen, South West London. Children have ready access to an enclosed rear garden. Most children attending come from the local area. The nursery school opens for five week days during school terms. Sessions run from 09.15 to 12.15 and from 12.15 until 15.15 on Mondays and Thursdays. Further afternoon sessions are available according to demand. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery school caters for up to 22 children at any one time. There are 25 children from two to under five years currently on roll. Children attend for a variety of sessions.

The nursery school has one full time and four part time staff of whom three have appropriate early years qualifications at Level 3 or above. Regular support is received from the local authority.

Overall effectiveness of the early years provision

Children's individual learning needs are well supported by the experienced staff team and an effective system for observation, assessment and planning. Staff provide an enabling environment in which children can independently access a good range of activities. Staff manage children's behaviour positively and encourage children to think and become independent learners. Staff meet regularly to discuss all aspects of the setting although training needs are not always identified at the earliest opportunity. Children benefit from the setting's approach to diversity. Different culture, language and religion are positively reflected within the resources and children with learning difficulties and disabilities are fully included within the provision.

What steps need to be taken to improve provision further?

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

- consider the use of staff appraisals to identify individual training needs and set timescales in place
- continue to develop self evaluation in particular to target specific areas for development.

The leadership and management of the early years provision

Managers have thoroughly addressed weaknesses raised at the last inspection. They carry out some self evaluation, however, it lacks detail with regard to specific areas for improvement. In addition they have implemented an excellent system for

planning which targets children's individual learning needs. An effective key person system is in place which ensures that all children are well supported.

Staff:child ratio's are easily met and more than half of the staff team are qualified. Monthly staff meetings take place and staff are supported to attend ongoing training. However, specific training needs are not always identified and accessed at the earliest opportunity.

Parents are well informed about the setting via newsletters, notice boards, parents evenings and an information booklet. They are asked to provide details about their child's care and development needs when starting at the setting so that staff provide appropriate care for their child.

Children's safety is protected because two staff have first aid training and appropriate procedures are in place for the recording of accidents, incidents and medication. Staff have a satisfactory understanding of their responsibilities with regard to safeguarding children and an appropriate safeguarding policy is in place. Risk assessments are completed and a safe environment is maintained.

Children's health is supported by the nutritious snacks that are provided and the regular opportunities that they have to play outdoors.

The experienced staff team are highly effective in responding to the children's needs and interests. They are skilled in managing behaviour positively. For example, when a child began turning a tap on and off in the garden a member of staff encouraged them to use a piece of drainpipe to direct the water into the water tray. The child did this and then delighted in watching the water flow down the pipe and fill the tray below. Staff are equally good at asking open ended questions which encourage children to think. For example, when a member of staff began setting out some bowls on a table top a child asked what they were doing. The member of staff asked the child what they thought she might be doing. This led to an interesting conversation about what the bowls may be used for.

Children learn about diversity as they play with a range of good quality resources which provide positive reflection of race, culture, language and disability. Children who have learning difficulties and disabilities receive excellent support. Staff liaise with parents and other professionals to ensure that they are meeting children's needs effectively. They use Makaton sign language with all children which further helps children with learning difficulties and/or disabilities feel included within the setting.

The quality and standards of the early years provision

Children have excellent opportunities to progress across all areas of learning. Staff record observations of the children and use the information effectively to inform their planning. This ensures that children's individual learning needs are supported. Colourful displays of children's art work along with posters and photographs create a welcoming environment. Children can independently access a wide variety of good quality, age appropriate resources. This enables them to make choices and

become independent learners in a stimulating environment.

Children learn about the world in which we live via outings to local places of interest, such as Richmond park. They also learn about nature and the seasons as they have good access to a wide variety of activities in the very well resourced outdoor area. The 'muddy den' in the outdoor area provides an exciting place for children to play and explore. They also grow plants with help from the staff. Children enjoy climbing and balancing on the climbing frame, slide, rockers and wheeled toys. This helps to promote their physical development. Children speak confidently to staff and each other. They handle books appropriately and enjoy regular stories. Children are kind and considerate towards each other. For example, when one child wanted to look at a book that another child had, the child holding the book invited the other child to sit beside her. She then opened the book wider to allow her to see the pictures and began to tell her the story. Children are developing their awareness of information technology via regular access to a computer.

Children receive healthy and nutritious snacks which reflect their individual dietary needs. Staff complete risk assessments and are effective in maintaining a secure, clean environment in which children can play safely.

Parents speak very positively about the setting and are well informed about the setting and their children's progress.

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory 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

There have been no complaints made to Ofsted since the last inspection.

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.