

Meadowview Nursery

Inspection report for early years provision

Unique reference number	EY306202
Inspection date	14/12/2009
Inspector	Helen Deegan

Setting address	Meadowview, 111 Ashburnham Road, Ham, Richmond, TW10 7NN
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Meadowview Nursery became registered in 2005. It is one of two nurseries owned by the Lambsmead group. It is located in Ham in the London Borough of Richmond and is registered on the Early Years Register and the compulsory part of the Childcare Register for 56 children aged under eight years.

The nursery offers three group rooms and an outdoor play area. All rooms are on the ground floor and there is a wheelchair accessible toilet. Children attend mainly from the local area and the nursery supports children who have learning difficulties and/or disabilities along with children who speak English as an additional language.

Opening hours are 8am to 6pm Monday to Friday all year round with the exception of a one week closure at Christmas.

12 staff work with the children, of these, eight have an early years qualification to level three and one has a level two qualification. The manager has Early Years Professional Status (EYPS) and nine staff have a first aid qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well supported by the staff who have a range of qualifications and experience. Staff know their key children well and the systems in place for observation, assessment and planning are generally good. Managers evaluate their provision and use the information to identify areas for improvement. Children play in a well resourced, accessible and stimulating environment. The nursery actively promotes inclusion and children gain positive messages about diversity as they see different language, race, religion and disability displayed in the resources.

What steps need to be taken to improve provision further?

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

- develop the procedures for using information from parents to support children who speak English as an additional language communicate and progress within the nursery
- develop the daily focus activity plan to include greater detail about learning intentions and ways to extend or simplify activities to meet the different needs of the children.

The effectiveness of leadership and management of the early years provision

Managers complete thorough self-evaluation documentation and use the information to identify areas for development within the nursery. The staff team

work well together and meet regularly to discuss practice issues. All staff receive a minimum of two days training per year and training needs are identified in their annual appraisal.

Managers ensure that all staff understand their responsibilities with regard to child protection. The nursery is maintained in a safe, clean condition and staff thoroughly risk assess the premises and any outings which take place. Most staff have a first aid qualification. Appropriate policies are in place relating to all aspects of health and safety and staff are familiar with them. Children are therefore fully safeguarded in the nursery.

The staff team offer an inclusive environment. Children play with a range of equipment which reflects different race, disability, religion, culture and language. Staff liaise with parents who speak other languages to obtain words in their home language to display around the nursery. Parents of children who speak English as an additional language are asked to provide key words which will help communication. However, not all staff use this information effectively.

Staff know their key children well and can easily describe their personalities and abilities. Staff plan activities across all areas of learning and identify learning intentions. However, they do not identify target children within these plans and the daily activity plan lacks detail. Managers and staff work closely in partnership with parents and other professionals in order to provide consistent care and education for the children.

The quality and standards of the early years provision and outcomes for children

Children are confident, happy and safe in the nursery. They behave extremely well and are respectful to staff and each other. They play purposefully in an accessible, stimulating, well resourced environment. Children can easily make choices and select chosen activities from clearly labelled boxes on low level shelves. Older children play cooperatively together and approach staff and visitors confidently to ask questions or share information.

Staff offer good support to children at the activities. They interact warmly with them, offering reassuring cuddles whenever they are needed and responding quickly to the children's needs. Staff support the children to play eye spy in the garden. They enjoy peeping through cardboard tubes to look around and identify the chosen object. The staff member gives them the first letter sound and offers clues to help them find the solution. Children smile and laugh as they jump around after a staff member who has told them that she needs to get warm. Children learn about nature as they grow tomatoes, strawberries and potatoes in the garden and visit local places such as Ham Common to feed the ducks. They develop their awareness of information technology as they play audio books on the CD player and use the computer in the pre-school room. Children independently access books and handle them appropriately. They enjoy singing and stories each day and concentrate well because staff keep the sessions to an appropriate length so that children don't lose interest. Children gain positive messages about diversity

as they celebrate different religious festivals and see different races, cultures, disabilities and languages reflected within the resources. Staff are positive with the children, continually praising and acknowledging their efforts and achievements so that good behaviour and positive self-esteem are promoted. Children enjoy healthy, nutritious meals in ample quantities which promote their health. Staff are provided with a meal and sit with the children to eat so that a well organised, social time is created.

Staff obtain information from parents about children's needs and abilities which enables them to assess their starting points. They then complete regular observations and use the information to plan for the next steps in the children's learning. They provide daily written and verbal feedback for parents, along with newsletters and notices so that they are well informed. Parent's evenings are held twice a year when key staff talk through the children's progress records. Parents are asked to complete a questionnaire about their satisfaction with the nursery and can use the suggestion box at any time. Staff value these comments and adapt their provision in response to these comments if it is appropriate. The special educational needs coordinators (SENCOs) have attended appropriate training and liaise with local authority staff and parents as needed to ensure that children's needs are met.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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