

Tadpoles Nursery School

Inspection report for early years provision

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05/01/2010

Inspector

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Setting address

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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

Tadpoles Nursery School is one of two nurseries run by Hamptons Day Nursery Limited. It opened in 1991 and operates from two rooms within the cricket pavilion located in Carlisle Park, Hampton, in the London Borough of Richmond-upon-Thames. A maximum of 30 children aged under eight years may attend the nursery at any one time. It is open each weekday from 9.15am to 12.15pm during term time. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

There are currently 20 children aged from two years to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children who speak English as an additional language. The nursery employs four staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe environment by a supportive staff team. Their clear understanding of the Early Years Foundation Stage (EYFS) framework and how to apply it effectively in practice means that children make good progress in their learning and development. The setting works well in partnership with parents and carers to provide an inclusive and welcoming environment. The manager/provider is strongly committed to continuously evaluating the work of the setting and enhancing the existing good practice for the benefit of the children and the professional development of herself and her staff.

What steps need to be taken to improve provision further?

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

- ensure the record of concerns and complaints is readily available on the premises for Ofsted and parents to consult on request (Safeguarding and promoting children's welfare).
- 08/02/2010

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

- extend children's language to enable them to think critically and respond to what they see, hear, smell, touch and feel.

The effectiveness of leadership and management of the early years provision

Safeguarding the well-being of the children has high priority within the setting. The staff team attend child protection training courses regularly to ensure their knowledge of the indicators of possible child abuse and their understanding of reporting procedures are kept up-to-date. The manager/provider follows a robust recruitment procedure for assessing the suitability of staff to be in the proximity of the children. All obvious safety hazards on the premises are identified and minimised effectively. The records, policies and procedures that are required for the safe and efficient management of the setting, and to ensure the children's needs are met, are also maintained. This further contributes towards safeguarding children. However, the record of concerns and complaints is not readily available on the premises for Ofsted and parents to consult on request. This is a breach of requirements.

The manager/provider and her staff continuously review and evaluate the practice of the setting, producing an accurate analysis of its strengths as well as areas to target for development to enhance outcomes for children. Plans for the future include developing the provision of information technology equipment to enable children to learn how to operate simple programs in preparation for starting school. Positive changes implemented recently include those suggested by parents through questionnaires, such as de-cluttering the notice board to ensure that messages of high importance are clearly visible. In addition, the recommendations made by Ofsted at the last inspection have also been implemented. These include a re-organisation of whole group activities to ensure the needs of each child are met appropriately.

The setting engages well with parents and carers. All relevant information about each child is obtained from them when they join the setting to ensure the care provided is consistent. Written and verbal information is exchanged daily to keep all parties well informed, and newsletters are emailed to parents regularly. 'New parent' questionnaires are used to discuss any issues that may have arisen during the first month to ensure the arrangement runs smoothly in the future. Information about the learning and development of children who also attend other settings delivering the EYFS, such as childminders, is also shared to ensure a cohesive approach to their care and education is provided.

Staff have a good knowledge of children's background and needs, and take effective steps to ensure that each child is able to make appropriate progress in their learning and development. For example, staff learn key words in other languages and liaise closely with the parents of children who have English as an additional language to ensure the child settles well. The indoor environment is conducive to learning as activities are displayed appealingly for children. The range of suitable play resources is wide, and easily accessed by the children to allow them to independently select items of their choice. In addition, children's art and craftwork is on display, helping them to feel at home and valued within the setting.

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

The atmosphere within the setting is friendly and welcoming. Consequently, children are happy, confident and spend their time purposefully engaged in a range of interesting activities that promote their learning in all areas. Children are observed regularly as they play, their level of attainment in each of the six areas of learning is assessed, and the next step in their unique learning journey is planned. Each child's personal development folder clearly demonstrates the progress made towards the early learning goals. A good balance of child-initiated and adult-led activities is available. Children have great fun moulding dough, glitter and pasta together, and having free rein with glue and paint to produce their own unique creation. Children develop skills for the future as numeracy is well promoted through the provision of appropriate resources. Story time is thoroughly enjoyed by the children as they interact enthusiastically and anticipate what happens next in the book. Children also select books to look at by themselves and are able to see written labels and captions around the walls. This helps children to understand that print carries meaning. A basic laptop computer is available, which enables children to begin to understand the function of information and communication technology.

Staff encourage children to develop their senses as they play games to identify items while blindfolded. The children enjoy this and participate with enthusiasm. However, they are not encouraged to describe what they feel, or discuss how they identified the object. Consequently, their vocabulary is not sufficiently expanded, as they are not encouraged to think critically and respond to questions.

The setting promotes children's understanding of the importance of adopting a healthy lifestyle. They explain why it is necessary to wash their hands at appropriate times of day, and enjoy choosing from the range of fresh fruit offered at snack time. Children also have plenty of opportunities to benefit from physical exercise in the open air. They have nature walks around the park and are able to use the well-equipped playgrounds to climb and swing.

Children learn about the wider world as they make links with figures in the community, such as the children's librarian, fire officer and 'lollypop man'. They also learn about diverse faiths and traditions through acknowledging festivals from Japan, Asia and the United States of America. Children become active learners and develop self-confidence, as they are encouraged to be independent. For example, they learn how to cut their fruit at snack time and to help themselves to a drink from the water fountain at any time. The staff are always nearby to offer support, without being intrusive. Staff are motivated, show an interest in the children, treat them all with care and kindness and value their views and achievements. Children approach them readily to express their needs, and are encouraged to help tidy-up and to take turns and share. This, along with the effective key person system, helps ensure each child feels safe and develops a sense of belonging.

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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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