

Putney Day Nursery

Inspection report for early years provision

Unique reference number EY289996
Inspection date 24/11/2009
Inspector Patricia Ann Edward

Setting address 107-109 Norroy Road, Putney, London, SW15 1PH

Telephone number 020 8246 5611

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Asquith Nursery Putney opened in 2000 and re-registered in 2005. The setting operates from purpose built two storey building and children have access to three group room areas. There is also an enclosed area for outdoor play. It is open all year round, except for bank holidays. Opening hours are Monday to Friday from 8am to 6pm. The nursery serves the local community.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 47 children, all of whom can be in the early years age group. There are currently 41 children within the early years age group on roll. Children attend a variety of sessions on a full and part-time basis. The nursery employs eleven staff; of these, eight hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff demonstrate a warm, caring and friendly nature and this is conducive to welcoming all children and their parents. The range of resources available ensures children have the opportunity to make progress. Since the last inspection staff have worked hard to make improvements. As a result the quality of provision, particularly in relation to children's learning and development, has improved. However, this area remains an area for further development in future. There are a number of safety issues that need to be addressed to promote the welfare of children. The manager along with her staff members are beginning to develop strategies to identify the strengths and areas for improvement within the setting.

What steps need to be taken to improve provision further?

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

- confirm the renovation works to be completed meet health and safety requirements and the premises meets the approval of the relevant authorities such as fire officer (Suitable premises, environment and equipment) 04/01/2010
- inform Ofsted of any significant events such as change to the premises on which childcare is provided that may affect the space available to children and the quality of childcare available to them (Suitable premises, environment and equipment) 04/01/2010
- ensure fire fighting equipment does not pose a risk to children and is serviced regularly 04/01/2010

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

- ensure the named person with special educational needs officer responsibility completes the relevant training
- develop the risk assessment further so that outings are included and the record states when it was carried out, by whom, and ensure that it is reviewed regularly.
- ensure that processes of monitoring children's progress in learning and development are consistently used and maintained by all staff, and ensure the learning and educational priorities for each child are identified and planned for in their individual records

The effectiveness of leadership and management of the early years provision

Children are safeguarded consistently. All staff have an appropriate understanding of the signs and symptoms of abuse and the procedures to take in times of concern. There is a named person for safeguarding who has completed the relevant child protection training. An appropriate policy is in place which also includes procedures to follow if there is an allegation of abuse. Satisfactory procedures are in place in regards to the recruitment and training of staff. Continuous professional development is promoted; staff are able to update their knowledge through attending appropriate short training courses and workshops. Currently the named special educational needs coordinator has not completed the appropriate training in this area to develop her knowledge.

There were a number of recommendations made at the last inspection, which have been addressed in full, demonstrating the nursery's capacity for improvement. All of which has helped to promote children's privacy and learning and development. For example, they have put doors on the children's individual toilets and staff have developed a greater understanding of the Early Years Foundation Stage. However, the action that was made regarding renovation works has not been met fully and has been reapplied. There has been some reorganisation of the premises. However, these changes have not been fully notified to Ofsted. Appropriate systems are in place to monitor quality. For example, the manager appraises staff performance in regular supervision sessions and monthly staff meetings. The setting also uses self-evaluation to identify their strengths and the areas to develop in the future. Generally staff make appropriate use of the premises, their time and available resources. However, the deployment of staff within the rooms is not always effective to ensure the needs of children are met at all times, such as when they are waking up and while staff are setting up the room. Overall, the setting is clean and well maintained. There are effective hygiene routines that have been implemented that include visitors, children and parents having access to anti-bacterial gel at the entrance to the premises. This promotes children's health and prevents cross infection.

Regular risk assessments for individual areas of the provision are updated on a yearly basis. Staff are responsible for making daily visual checks of the premises, although these are not recorded. This ensures that the majority of hazards are

identified and addressed. However, risk assessments have not addressed the safety of the fire extinguishers. These have not been serviced in over a year and are positioned in a way that poses a risk to children. Assessments are in place for outings. However, these are basic and only detail the risks of commuting to the venue not the risks to children while at the venue. Records detail that fire evacuation procedures are practised with the children at regular intervals, to develop their understanding of what to do in the event of an emergency. Children's registers and staff signing-in sheets fully document times of attendance. Staff are aware of how to record any accidents and parents sign to acknowledge they have been informed. Parent's written permission is also sought before any medication is administered. Of the eleven staff at the nursery, three have completed the relevant paediatric first aid training. These practices enhance children's health and well-being.

Inclusive practice is suitably promoted so that all children have their welfare needs met and achieve as well as they can. Resources in each room meet the needs of children at their different ages and stages of development. Staff have a sufficient knowledge of the children. They obtain details about them and their care in order to help them meet their specific individual needs. For example, information about their dietary needs, their likes and dislikes and any comforters that may be used. However, starting points are not obtained from parents at the beginning, which would act as a base to plan from and strengthen partnership with parents. Partnerships with parents are developing well. The staff have a very friendly approach and are skilful at putting new parents to the setting at ease. A key worker system is in place and the majority of parents are clear about who their child's key worker is. Parents state that they are kept informed about their children's development through daily communication with staff. They know that assessment records are available to them at all times. The setting welcome any comments, compliments and suggestions parents wish to make and provide them with the resources to do so. Parents meetings have begun to be organised to keep them up to date with their children's developments. They receive written reports detailing their child's development through the six areas of learning and future next steps.

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

Children enjoy participating in an appropriate balance of adult led and child initiated activities. They access the activities and resources with ease, moving freely between one activity to another. Staff follow children's interests and provide opportunities accordingly, resulting in them being occupied and interested in their play. Children's communication, language and literacy skills are sufficiently supported throughout the nursery. For example, the younger children are encouraged to develop an interest in books as they use the accessible book corner throughout the day. Preschool children develop a sense of confidence as they stand up and sing their favourite nursery rhymes to their peers and communicate with adults and their friends. Babies are happy and content and a good range of toys and resources are available to encourage them to explore and interact within their environment. Adults interact well with the babies as they play 'peek-a-boo',

through transparent coloured materials from treasures baskets.

Children's health is promoted appropriately as they access the garden on a daily basis to obtain fresh air and exercise. However, outdoor activities are not planned to ensure children have access to a varied range of physical activities. They also go on walks in the community to visit local parks and library. Snacks of fresh fruit are provided and a well-balanced hot lunch, which is cooked on the premises is provided daily. Meal times are a social occasion where adults sit with children. Children in the pre-school area are able to take an active role as they are given responsibility to hand out knives and forks. They also serve out their own meals and develop a greater concept of quantities. Staff give some explanations to children, such as 'you need to eat up to be big and strong' to help children learn about a healthy lifestyle. Children's dietary requirements are met fully. Information about specific medical needs is obtained and care plans are in place, where necessary, to ensure that children receive the care they need. Children are given explanations about safety as they play so they are learning to keep themselves safe.

Children have access to some resources that develop their knowledge and understanding of the world and technology. In the pre school area they have access to a laptop, however, it is not always turned on and available to use throughout the day, only at prescribed times. Staff promote a positive awareness of diversity through a good range of activities. For example, children celebrate Divali, Chinese New Year, Christmas, Easter and have access to festival theme boxes throughout the year. Parent's are also valued and are encouraged to share theirs and their children's religious and cultural knowledge with the nursery. Recently a parent came in to talk to them about Hanukah and children had the opportunity to help make bread. Children have also learnt a range of nursery rhymes and songs from around the world. All of which develops children sense of self and the wider world. Children have regular opportunities to express themselves creatively and to explore varied materials and media on a daily basis such as painting, sand, water and play dough. For example, children draw portraits of themselves.

The manager has worked hard to ensure observation, assessment and planning systems are developed in line with the EYFS framework. Staff in all areas, apart from the baby room, are beginning to develop confidence in using the new systems. Generally this works sufficiently and children are making satisfactory progress in their learning. Observation and assessment systems in the main detail how children are progressing, this information is informally used when planning future play experiences for children. However, they do not always have a clear learning intention or identify individual children's learning and development priorities. Staff are beginning to use the EYFS to plan activities and play opportunities and this is generally led by children's interests.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met