



Our Lady Queen of Peace Day Nursery

Inspection report for early years provision

Unique Reference Number	116176
Inspection date	20 September 2005
Inspector	Hilary Turner / Victoria Vasiliadis
Setting Address	10 Chiswick Lane, Chiswick, London, W4 2JE
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Registered person	Angelina Marchesi
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Our Lady Queen of Peace was registered in July 1968. The nursery operates within the convent house. It is located in a residential area of Chiswick, close to a tube line and good bus routes. There is restricted parking.

The setting provides full day care for 25 children aged 2 to 5 years. Opening hours are from 08:00 to 16:30 daily. The nursery is closed for 2 weeks at Christmas and Easter, and for 4 weeks during August. Children attend a variety of sessions. There

are 2 interconnecting rooms, which are used for play, sleep and meal-times. A large garden is available for outdoor play.

The service is open to the local community. There are 18 children on roll and the setting takes children in receipt of nursery education funding. Currently, there are no children with special needs attending the setting. The nursery provides support for children who have English as an additional language.

There are 4 staff members, including the manager, of whom 3 hold a relevant childcare qualification.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's health and welfare is promoted well. High levels of hygiene are maintained throughout the premises. Children learn good hygiene practises through the encouragement they get from the staff members, who take the opportunity to reinforce good hygiene. For example, when a child makes a spitting noise, the children are asked why this is not nice. This leads to a discussion about good and bad germs. The children have fun as they draw germs on paper and laugh. They develop good self-help skills as they wash their hands and wipe their noses independently. Good policies and procedures for accidents and medication, which ensures children are well cared for. Protection is provided as children who have a contagious illness are not allowed to attend.

The children's individual dietary requirements are met well as staff have good knowledge of what they are, and therefore are able to cater for any special dietary needs. Menus have improved and children are now offered a more balanced diet, which has a greater nutritional content. However, the snacks offered are less healthy. The children are given sweets regularly.

The children enjoy their meals and they have good opportunities to socialise as they eat together, chatting happily. A child enthusiastically eats her spaghetti and says "pasta is my favourite food".

Children have regular access to drinking water throughout the day.

Children develop and extend their physical skills in a well planned outdoor environment. They are supported well and encouraged to have new experiences and skills. Staff members have a sound understanding of the purpose of outdoor play. The 3 and 4-year-olds develop a positive attitude to physical exercise, which is enjoyed on a daily basis. Children show great delight and excitement when playing outside, for example running, jumping and climbing. They become proficient at using ride-on toys and climbing equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, clean, well maintained environment. The good organisation of space means that children can move around safely, freely and comfortably, promoting their developmental needs and interests. The children enjoy making choices in their play as toys and resources are stored at low-levels and are easily accessible.

Children are kept safe by the effective use of risk assessments, the positive steps taken to minimise indoor and outdoor hazards, and through regularly practised fire evacuation procedures. They are supervised well and always kept within sight or sound of staff members. Their safety is optimised through staff ensuring that toys and equipment are safe, in good condition and regularly checked.

Children are protected well by staff who have a clear understanding of child protection policies and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and eager to participate. Those who are new to the nursery are helped to settle by staff, who are sensitive towards individual needs. Close and caring relationships increase the children's sense of trust and develop a strong sense of self. Early communication skills are supported well through good quality adult-child interactions. A rich, stimulating environment and a varied range of activities promote the children's interest and imagination. For example, children enjoy using their imagination building a Michael Jackson fun-fair with Duplo. However, because of the way the day is structured, children do not always have sufficient time to engage purposefully in their free play. Children enjoy group time laughing and having fun. They are encouraged to point at parts of their face. They giggle as they stick out their tongues.

NURSERY EDUCATION:

The quality of teaching and learning is good. Children are motivated and engaged through a good range of stimulating, interesting and relevant activities related to their needs. They have access to a good selection of resources, which support their learning across all 6 areas. Staff have a sound understanding of the Foundation Stage, and are developing greater skills and knowledge through training that has been offered. Planning and assessments are evolving and there are systems in place to identify the next steps in children's learning.

Children are actively engaged in their play and activities throughout the day. Children interact well with adults and peers, playing co-operatively. They show concern for each other and enjoy the responsibility of helping and explaining activities to younger children. For example, a child helps a younger child to tie her apron for an imaginative cooking activity in the home corner. However, the organisation of circle

time does not fully meet the needs of all children. The younger children quickly lose interest and become fidgety as a result. Older, more able children, become distracted in their learning .

Children are confident speakers and engage in conversations with each other and with adults. They enjoy looking at books independently and in groups. They treat books with care. They develop good pencil control. Still, there are too few opportunities for them to be spontaneous in their writing skills and little encouragement is given to write for a variety of purposes.

Children begin to develop their understanding of simple subtraction and addition. They are confident in using the computer and are able to use the mouse with good control. Children have the opportunities to take part in a variety of physical activities. They have great fun in the garden, where they use equipment to develop their balancing and climbing skills.

Children have good opportunities to learn about the world around them and about living things. They enjoy exploring the garden, using magnifying glasses to look for bugs and showing respect towards living things. Staff members support and extend the children's learning through good use of open-ended questioning.

Helping children make a positive contribution

The provision is good.

Most children are confident and independent. They make choices. They receive good individual care because their needs and circumstances are well known to the staff. Children are supported well and encouraged to participate in all activities through the warm and positive language used by staff. Children experience the value of their own culture through topics. They develop an awareness of the wider community through play, use of resources and parental involvement. This contributes to children developing a positive image of others and experiencing a welcoming environment.

Children are happy and co-operative when in the care of the staff. They are behaved well as staff provide clear boundaries and offer lots of praise and encouragement. Children have good relationships with the staff and they learn to be respectful towards peers and adults. They take turns and show concern for each other. Children have a growing awareness of themselves and staff value their thoughts, feelings and contributions. This positive approach ensures that the children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children's sense of security and belonging is fostered well through the working partnership between the staff and the parents. Children benefit from the regular exchange of information between the two. There are good opportunities to ensure that parents can participate fully in their children's learning. The setting places a sound emphasis on involving parents and making them take an active role in the nursery. Parents receive sufficient information about the Foundation Stage curriculum and their children's progress within the 6 areas of learning. Staff have established verbal and written communications with parents. For example, staff exchange daily information with parents about the children's day.

Parents are also provided with yearly progress reports on their child's progress and development.

Organisation

The organisation is good.

The leadership and management of the setting is good. The registered person remains suitably qualified to provide day care for young children. The registered person has a strong commitment to providing high-level care and education. All the outstanding issues identified at the previous inspection have been successfully addressed. Therefore, this has had a positive impact on the day to day running of the setting. The manager actively encourages staff-training in order to develop their knowledge and skills, which will in turn benefit the children. For example, training opportunities are provided regarding the Birth to Three Matters framework.

The manager works directly with the children and provides a good role model to staff, who in turn work well together as a team. This is reflected in the good practice, which results in the children being happy and contented in the nursery. Appropriate policies and procedures keep the children healthy and safeguard their welfare.

The areas used by the children are organised well. The defined areas for play, rest and eating help children feel secure in their surroundings. Children are happy and relaxed. This means that overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspection recommended that the nursery improves its systems for observing children's progress, for planning, for monitoring and for evaluating the educational programme. It also recommended to develop staff's understanding of the Foundation Stage, to allow children to develop their independence through making spontaneous decisions and choices in their play. The nursery has addressed all these issues and, as a result, the children are now making good progress in all areas of learning.

A number of recommendations were raised in the care inspection in relation to policies and procedures. These have mainly been successfully addressed. A detailed operational policy is in place, a statement regarding bullying has been implemented and a statement on what to do if an allegation of abuse is made against a member of staff has been written. The latter, however, needs further development.

Menus have been amended to increase the nutritional content of meals.

Overall, the improvements made have had a positive impact on the children's safety, welfare and learning.

Complaints since the last inspection

Ofsted has received a complaint since the previous inspection. Concerns were raised over issues relating to National Standard 1: Suitability of registered person, National Standard 2: Organisation, National Standard 8: Food, National Standard 14: Documentation. The registered person was investigated and no evidence was found that the national standards had been breached. The provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the nutritional content of snacks offered to children particularly in the morning
- ensure the organisation of circle time meets the needs of all children. Make sure the nursery routine allows sufficient time for children to become purposefully involved in their chosen activities and play (also applies to nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above
- increase the opportunities for children to be spontaneous in their writing skills and provide more encouragement for children to write for a variety of purposes.

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