



Asquith Nursery - Hatch End

Inspection report for early years provision

Unique Reference Number	EY289185
Inspection date	04 October 2005
Inspector	Christine Bonnett / Kerryn Matthews
Setting Address	3 Hillview Road, Pinner, Middlesex, HA5 4PB
Telephone number	0208 421 5471 or 0208 421 3971
E-mail	
Registered person	Asquith Court Nurseries Limited
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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Asquith Nursery, Hatch End is one of 108 nurseries run by Asquith Court Nurseries Ltd. It was registered in 2004 and operates from a converted building in Hatch End in the London Borough of Harrow. A maximum of 82 children may attend the nursery at any one-time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged 3 months to under 5 years on roll. Of these 29

children receive funding for nursery education. Children come from the local and wider community. The nursery supports a number of children who speak English as an additional language.

The nursery employs 27 staff, of whom 20, including the manager hold appropriate early years qualifications. A further 2 staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is promoted as practitioners implement effective hygiene procedures to minimise the risk of infection across the provision. Children are learning the importance of good personal hygiene. They understand why they must wash their hands after using the toilet and before meals. Several staff members have current first aid training. Thorough records are maintained for accidents and the administration of medication to help ensure the well-being of the children. Although children are cared for in a welcoming and inviting environment the carpeted areas in the baby rooms are noticeably stained and dirty which could pose a hazard to children's health.

Children enjoy nutritious and well-planned meals. For example, cod and salmon in parsley sauce, chickpea and leek pie, roast turkey, salads and fruit. Their individual dietary needs are clearly known and followed by the cook and childcare staff. The independence of the older children is being encouraged as they can help themselves to drinks during the day. However, this is not the case at meal times when children are served their food.

Children are developing well physically as they have daily opportunities to climb, balance and slide on outdoor play equipment in the large garden. In addition, they regularly walk to the local shops and library for good physical exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children develop a good understanding of keeping themselves and their peers safe. They discuss how to sit properly so that their fingers will not be trodden on, or others trip over their legs. Their environment is welcoming and safe. Risk assessments on all areas are carried out routinely to identify and eliminate potential hazards. Robust security devices and procedures are in place to further protect the well-being of the children. These include a closed circuit television camera (CCTV) at the front door and a number-code entry system.

Younger children are able to sleep and eat in comfort and safety as the nursery has a wide range of suitable furniture and equipment, such as cots, highchairs and child-size tables and chairs. All the furniture and play equipment is clean and in good condition to ensure children are not harmed. The children's rooms are bright and

attractively decorated with their artwork and displays. Toys and resources are set up to encourage older children to make their own choices as they move freely between activities.

Children's safety is also well protected because practitioners have a clear understanding of their role in relation to child protection issues. They know the indicators of abuse and the procedure for reporting concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They are happy and settled in the routine and make choices about their play and pursue their own interests. They splash enthusiastically with saturated sand, and squeal with pleasure as they imagine "water slugs" to be in it. As well as imagination, the children are developing their self-confidence as they speak earnestly to their peers about the models they have made. For example, describing in detail how the plane will fly without a pilot. Practitioners are skilled in asking open-ended questions to encourage children to think and develop their vocabulary. Children are finding out about their environment as they enjoy regular trips to the local shops and library. They laugh and have fun as they energetically join in action songs, such as "five current buns"

Younger children benefit from basic activity planning, following the Birth to three matters framework. Activities are meaningful and appropriate. Practitioners have a satisfactory knowledge of Birth to three matters, even though planning is not yet fully implemented. The younger children are confident and secure, as practitioners offer them support and encouragement to try new things and develop their skills. For example, positive praise given to a child attempting to stand alone. Practitioners are also caring and sensitive to the children's needs, enabling them to seek help and comfort, if needed.

Nursery Education

The quality of teaching and learning is satisfactory. Children's attitude to learning is positive and they spend extended periods concentrating on their chosen activity. They select books for pleasure, hold them correctly and follow the text with their fingers. Therefore their reading skills are developing because they understand that print carries meaning. Older children are able to write their own names. Children make progress in mathematical development as they are able to see numbers displayed in their environment, and have access to a range of games and activities that enable them to compare quantity. Older children count to 10 and beyond.

Children are kind and considerate towards each other as they play well together, share and take turns. They learn about the world they live in as they celebrate festivals such as Diwali and Christmas. They listen well as practitioners tell them about how they and their family celebrate Jewish New Year, and encourage the children to try traditional foods associated with the festival, such as apples with honey.

Children explore colour, texture and shape as they stick, paint and draw. Fine manipulative skills are promoted as children learn to cut. They are able to discover for themselves which hand to hold the scissors in to achieve the best results. Pencils, brushes and rolling pins are available for children to develop their good hand-eye coordination and early writing skills. The suitably equipped garden allows children to develop good physical skills as they control their bodies running and stopping safely, avoiding their peers and equipment.

Practitioners have a sound knowledge of the foundation stage curriculum which enables them to plan and provide a good range of activities and experiences for children to enjoy that satisfactorily cover the 6 areas of learning. However, they have had little opportunity to attend training in this area, consequently their knowledge of how to broaden children's experiences and assess the individual needs of each child is limited.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals and are given appropriate praise and encouragement to enhance self-esteem and confidence. Older children are learning about the world they live in as they have access to resources that promote positive images of culture, ethnicity, gender and differing abilities. They also learn about festivals and traditions celebrated in the local and wider community. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's behaviour is good. They learn right and wrong in ways they can understand, and which encourages kindness and consideration towards others. The older children's independence is promoted in relation to self-care skills, such as toileting, but not at meal times. Children do not have the opportunity to decide the size of their meal, or to help to serve it. Toddler age children have little opportunity to develop their independence and self help skills when preparing to go into the garden as practitioners put on their shoes and coats without encouraging the children to try this for themselves

Partnership with parents is good. Children benefit from the friendly interaction between practitioners and parents, which is enhanced by the key worker system. Parents can discuss their child's progress with the worker at any time. Detailed information about the nursery and the service it provides is available for parents; this includes regular newsletters and the prospectus. Parent's evening and coffee mornings are also held to enhance communication.

Organisation

The organisation is satisfactory.

The leadership and management of the setting are satisfactory. The new manager is building on existing good practice and implementing new initiatives to bring about the best possible outcome for the children. Staff qualification requirements need to be

met in relation to room supervisors. Children's learning and well-being are promoted because practitioners work well as a team and are motivated and enthusiastic.

The organisation of the nursery allows children space to explore and pursue their interests in safety. Generally, it is clean and suitable for all ages of children. It provides a warm and welcoming environment for children to spend their day.

All the required policies and procedures work in practice to safeguard the children's welfare, care and learning. Children's individual records are well maintained and shared with parents. The setting is meeting the needs of all children for whom it provides care.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since April 2004, there have been 3 complaints. They relate to National Standard 2, Organisation; the deployment of staff and staffing ratios, National Standard 3, Care learning and play; key workers knowledge of children, National Standard 7, Health; medication procedures, National Standard 11, Behaviour; in relation to children biting and National Standard 12, Working in partnership with parents; relating to parents receiving written feedback. Ofsted investigated 2 of the complaints and the provider was required to investigate the third. No breach in regulations was found in relation to National Standard 2. An action plan was devised by the provider to bring about improvement in the other areas. The provider remains qualified for registration.

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.

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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):

- ensure all flooring is maintained in a clean & hygienic condition
- encourage and promote children's independence in all areas, particularly at meal times
- ensure staff receive appropriate training in Birth to three matters
- ensure staff qualification requirements are met in relation to room supervisors

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):

- ensure staff receive training in the foundation stage of learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk