



St George's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY266368
Inspection date	22 November 2005
Inspector	Jane Nelson
Setting Address	St George's Church Hall, Castle Way, Hanworth Park, Feltham, Middlesex, TW13 7QF
Telephone number	020 8831 9980
E-mail	
Registered person	St George's Day Nursery (Hanworth Park 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?

St. George's Day Nursery is situated on Church grounds in Hanworth. The single story premises comprises of a large room with a store cupboard, children's toilets, adult toilets, an area for changing nappies, a small kitchen and an entrance, which is also used as an office. A separate building on the church grounds is sometimes used by staff as a meeting room. There is a large outdoor play area at the front of the nursery, which is fitted with a safety surface and is fully enclosed.

The nursery caters for children in the local area and is currently registered for 26 children aged 2 years to 5 years. There are currently 27 children on roll, 9 of whom receive educational funding. The setting currently caters for children with special needs and English as an Additional Language.

It is open from 08:00 to 18:00 hours from Monday to Friday for 51 weeks of the year. There are four members of staff who work with the children. The manager and proprietor are supernumerary. All staff are qualified to either NVQ level two or three.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's health is protected well by the staff, who attended first aid and food hygiene training. The staff follow good hygiene procedures, They use disposable gloves and aprons, for example, when changing children. The children have very good opportunities to learn about good hygiene. They have, for example, planned activities relating to personal hygiene, such as discussions about why they wash their hands before preparing food and before eating. Children are reminded to put their hands over their mouth when coughing. Some of them do this independently.

The children enjoy planned physical exercise in the garden on a daily basis. They have fun running around and using equipment such as scooters, slides and balls. All staff are aware of the children's dietary needs and their individual eating routines and patterns are taken into account during set meal times, for example, providing an alternative snack for a child who had not eaten much lunch. The children enjoy relaxed meal times, chatting to each other and staff while they eat. They have access to drinks at meal and snack times.

Children learn how their bodies work during physical exercise. They feel their hearts beating faster when they run outside, for example. The older children use the toilet and wash their hands independently. The children enjoy activities reinforcing personal hygiene, such as talking about the sequence of events when they use the bathroom. Their large and fine motor skills and coordination are encouraged well by equipment for climbing, riding, throwing, moving under and over, picking up, drawing and threading.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in a generally safe and secure environment where they are well supervised by staff. They have access to well-organised space, which is used appropriately, allowing children to move around and play safely. The younger children have space to move freely between tables and equipment, to play on the floor and to use the book and home areas. The area used for children aged 3 to 5 years is planned well and has different areas for books, imaginative play and the computer.

The children's safety is not fully protected as bamboo panels, which have been fitted to the metal railings in the garden, are broken and the lock on the exterior door is not always fully shut. The proprietor and manager have a clear understanding of child protection issues and procedures. However, there is no policy in place relating to allegations against staff.

The implementation of effective systems, such as the registering of the children's arrival and departure times and the recording of visitors, contribute to ensuring the children's safety.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children settle well into the nursery and are familiar with the daily routine. The younger children's language is encouraged well by the staff, who communicate effectively with children. They chat with the children while they play, asking questions and talking to them about what they and the children are doing. The children enjoy the activities provided and they use their imagination, re-enacting familiar scenes in the home corner, exploring water by dropping rubber ducks, playing and making marks with paint and thick chinks. They are able to move around the room and choose what to play with from a range of activities.

Nursery Education:

The quality of teaching and learning is satisfactory.

The children enjoy a good range of activities and a well-planned environment that satisfactorily covers the six areas of learning. The staff make use of opportunities to talk mathematically as children take part in normal daily activities. They count cutlery at lunchtime, for example, and they calculate how much they will need. Adults model mathematical language such as "more", "less" and "fewer". However, there are missed opportunities for children to extend activities that are meaningful to them like, for example, counting each other when playing, counting the equipment they use and having a set number of children in the vet's area. Although children have opportunities to develop their independence by pouring their own drinks, and to share cups and plates in everyday situations, this is not used consistently.

The children learn to write their names, and have good opportunities to recognise words and letters through name cards, creative displays and formal name writing. However, there are limited opportunities for them to write for a variety of purposes and in less formal activities. Creative activities are not always fully resourced. The children, therefore, sometimes have to share equipment and to wait for their turn to, for example, use a paint pot during a creative activity. Some children, therefore, are not fully involved in the activity.

The children learn about the world they live in through celebrating different festivals, such as Divali, and through the provision of a range of resources that reflect diversity. However, the accessibility of resources means that there are limited opportunities for the children to use some of the materials.

The children have opportunities to use their imagination and to participate in role play like, for example, pretending to be at the vet's surgery. However, there are missed opportunities to extend their learning by, for example, the staff talking about what happens at the vet's and which animals are there. The children enjoy stories and participate in a book loaning scheme, whereby they take books home on a weekly basis. However, they do not use the book area independently to read stories to each other or to locate information.

Detailed assessment records are in place. However, they are not yet fully effective for they do not identify when the children are confident in certain skills and how the children will be supported in reaching the next learning stage. Sufficient challenges are not consistently provided for more able children to extend their interests and learning like, for example, using their imagination, initiating and extending activities, and helping themselves to playing materials.

Helping children make a positive contribution

The provision is satisfactory.

Children socialise well together during activities and meal times. They chat to each other during play and talk about what they are doing. The younger children develop confidence and self-esteem as they learn to express their preferences like, for example, asking another child for a toy and saying when they have enjoyed a story.

Children have opportunities to learn about different cultures and about the world around them through celebrating festivals, such as Diwali. A range of materials reflecting diversity are provided, however, children's use of these is limited as they are not always readily accessible. The children see representations of themselves in the nursery through the creative use of photographs. This positive approach fosters the children's spiritual, moral, social and cultural development.

The children's behaviour is generally good. They are learning what is expected of them through familiarity with the daily routine, for example, knowing that snack time comes after play. They learn to consider each other's feelings, by sharing and taking turns when using equipment, for example, when using the animal cages in the vet area and when using the computer. The children's achievements and good behaviour are praised and the use of "please" and "thank you" are encouraged well by staff.

Children with special needs, and those with English as an additional language, are supported within the setting. Their individual needs are taken into account. The staff, for example, allow for flexibility during group activities and story time.

The partnership with parents of children who receive nursery education is satisfactory.

Information relating to the curriculum is included in the parent prospectus, while information about what children have been doing during the day is displayed on a daily basis. A book-loaning scheme encourages the children to borrow a book from the nursery each week. It also provides an opportunity for the parents to be involved in the children's learning.

Parents' evenings are held twice a year and the children's developmental records are shared with parents. However, as records do not include information about the children's next steps for development, opportunities for parents to fully contribute to the children's learning are affected.

Organisation

The organisation is satisfactory.

Detailed and comprehensive written policies ensure that there is clearly written information available to staff and parents. However, some lack the necessary detail and information. Good systems are in place to review the organisation of the setting like, for example, regular use of the self-evaluation form by staff and the manager to identify areas where improvement is needed.

The leadership and management of the setting is satisfactory.

The proprietor has good knowledge and understanding of the Early Learning Goals, and consistently supports the staff members in implementing them within the setting. There are satisfactory communication systems in place like, for example, regularly held planning meetings and non-contact time for staff to plan and maintain their developmental records.

The staff are regularly provided with supervision and yearly appraisals. There is some support from the Early Years Advisory Teacher. Staff work well as a team and have an appropriate understanding of their roles and responsibilities. They plan the curriculum together and discuss the outcome of activities.

There are adequate systems in place to monitor the quality of teaching. However, sometimes teaching methods are rather formal and the staff miss opportunities to extend the children's learning appropriately according to their stage of development. Systems to monitor and evaluate the effectiveness of the curriculum and the impact on the children's individual progress are not yet fully developed.

The proprietor recognises the importance of working in partnership with parents and invites them to share information about the children, during all stages of their development. In turn, the nursery provides suitable information and feedback about the setting and about the children's achievements.

The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they

can see on request. The record may contain complaints other than those made to Ofsted.

Since April 2004 Ofsted has received one complaint regarding the provision. Concerns were raised on June 14th 2004. The concerns related to: National Standard 6 Safety, National Standard 12 Working in partnership with parents and carers, and National Standard 14 Documentation. The registered person notified Ofsted of an incident that had taken place before the concern was received from the complainant. The registered person was asked to carry out an investigation and provide further details of the incident. Ofsted required the registered person to report back by June 23rd 2004 which she did giving detailed responses to specific questions. 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):

- ensure bamboo panels in garden are made safe and front door is always securely shut.
- make sure full names of children and staff are recorded on all accident and medication records.
- ensure procedure is in place for dealing with allegations against members of staff.
- make sure resources reflecting diversity are available and easily accessible to children

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):

- develop quality of teaching to ensure children are sufficiently challenged, well supported and encouraged to extend their learning through play and exploration

- develop children's developmental records to include how and when information is recorded and identify how children will be supported in reaching the next stage in their learning
- develop opportunities for children to use their imagination, make choices and initiate play, use numbers and mathematical concepts in every day situations and write for a variety of purposes.

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