

# Vicarage Nursery @ Home Guard Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY403638
<b>Inspection date</b>	26/05/2010
<b>Inspector</b>	Jane Nelson

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<b>Type of setting</b>	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.

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

Vicarage Nursery School @ Home Guard Club was registered in 2010 and is one of two privately owned pre school settings, operated by the same proprietor. The setting operates from a single story clubhouse building, situated in East Sheen in the London Borough of Richmond Upon Thames. The area used by the setting comprises of one main room, used for play and activities, with a side area, which is used for story time or quieter activities. The premises has a kitchen, a reception area and toilet facilities. An enclosed outdoor area is used daily for outdoor play. Access to the clubhouse is via a driveway and the entrance to the clubhouse is level.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for 24 children aged from 2 to 5 years, all of whom may be in the Early Years age range. The setting operates from 9.30am to 12.40pm, Monday to Friday during term times only. There are currently 17 children on roll.

The proprietor, who is also currently the manager of the setting and a team of two staff currently work with the children. The proprietor and one other member of staff have Level 3 or equivalent, childcare qualifications. The setting receives ongoing support from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming, caring and stimulating environment is provided where children's individual needs and interests are reflected in the daily routine and planning, encouraging all children to participate and enjoy their time at the setting. Children's learning and development is promoted well through positive and supportive interaction with staff, a good range of well planned play experiences and access to a good range of play materials and equipment. Positive relationships with parents are a strength of the setting and result in good communication and information being shared well. Self- evaluation is used effectively to identify and target areas for future development. Most requirements are met.

## What steps need to be taken to improve provision further?

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

- ensure all the necessary documentation are easily accessible and available on the premises
- 26/05/2010

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

- review the risk assessment and arrangements for monitoring the outdoor area in particular with regard to ensuring that any litter left by adult users of the premises does not impact on children's safety.

## **The effectiveness of leadership and management of the early years provision**

The creative adjustment of the premises, good organisation and presentation of furniture and equipment, made daily by the proprietor and staff team, results in a welcoming, child centred environment. The required record of risk assessment is maintained and is used daily to monitor safety. Staff supervise children vigilantly, and monitor the outdoor area, prior to children's use. However, there are issues that arise, relating from the adult use of the outdoor area during the evenings, which result on occasion, in the accessibility of litter left by adults. Children's welfare is protected by staff's awareness of child protection issues and the procedures to follow if concerns arise. Clear and comprehensive information is displayed, informing parents of the setting responsibilities. Effective recruitment processes are followed to establish staff's suitability for their jobs, and staff are aware that while awaiting completion of their CRB checks they must not have unsupervised care of children.

The provider's clear vision and ethos for the development of the setting demonstrates a good commitment to ongoing improvement. Her experience in operating another setting, results in well established practices being implemented, while taking into account the different premises and new staff team. Staff share the proprietor's commitment and their enjoyment of their work is reflected in their positive and supportive interaction with children, parents, carers and each other. Self-evaluation is used effectively to review practice and target areas for development. For example, the induction process for new staff is being used together with the local authority's Quality Improvement Audit Tool, to identify staff training needs and areas for development within the setting. Staff also discuss daily between themselves, what has worked well and been effective, for individual children.

Written information is clear and well organised and contains all the required information. The required documentation is maintained, and most is readily accessible on the premises daily, with the exception of, on occasion, some information relating to staff. The setting is well equipped with a good range of safe and suitable furniture and play equipment which staff set out daily. Space is used creatively, incorporating the upholstered fixed adult seating, for use as a comfortable book area and cosy areas where children can relax. Well established systems for recording and monitoring children's development are in place. Written and photographic observations are in the process of being compiled and added to children's individual folders. As the setting is newly registered and all children are new to the setting, staff are currently concentrating on establishing children's starting points, focusing on their social and emotional development, and getting to know children and their individual needs. The proprietor is aware of the need to work in partnership with any other settings children attend, or professionals that are involved in children's care, when and if this arises.

Good relationships with parents are built and promoted from the time of their initial contact with the setting. A walking to nursery policy is encouraged, where this is practicable. Informative written information is given to parents about the setting and the curriculum. Parents are involved in their child's learning, for example by being invited to accompany the setting on a planned outing and contributing to topics, such as, weddings, by sharing photographs of their own weddings. They receive daily verbal feedback, regular informative newsletters, and written information about topics and activities that are being included in the curriculum. Systems are in place to obtain parents and children's views, through questionnaires, although due to the recent opening of the setting this has not yet been implemented. Parents praise the nursery and staff and comment how well all the children have settled in. Several parents comment on their child's progress, and how well their child's individual needs are known and considered.

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

Children are happy and excited to see staff and their friends on arrival at the setting. They find their labelled coat pegs and hang their coats and bags up. They then spend time looking for their name card with their parent or carer and self register, by sticking their card on the name board. Children greet staff and each other, they are eager to see what equipment and activities are set out and begin their play. All children have recently started at the setting, and have settled very well, they are confident, separate well from their parents and carers, and are gradually developing their own sense of belonging at the setting.

Children enjoy their time at the setting, they behave well and are developing skills for the future through their learning and play. They are building friendships with their peers and staff, and increasing their confidence in speaking and interacting in a larger group. They are developing negotiating skills when they want to use equipment or make their feelings known, for example, asking for a turn at the painting easel and inviting friends to join in their play. Children are well supported by sensitive and caring interaction with staff, who through observing children, are aware when a child is looking for direction and make a suggestion of what they might like to do. Staff know when to intervene in disputes and children receive clear explanations, about when something is not safe or clean, helping them to understand the concept of boundaries and keeping safe. Children are reminded to be kind to each other, and great emphasis is put on turn taking and sharing. A large 'egg timer' is used to help children understand when its 'their turn'. Older children already understand this concept and watch excitedly as the sand runs out, knowing their turn is next. Children use numbers and simple mathematical concepts such as, counting and adding one more, in their play and during actions songs such as 'Apples on the Tree'. They draw and mark make, using pencils felt tip pens, paints and chinks. Older children use rulers confidently, carefully drawing along the line and talking about it being long. Children chat to each other on phones and operate the toy computer. They enjoy using books independently, sitting comfortably on a seat and using the magnifying glass to examine the picture. Children listen intently at story time, joining in with questions and

experiment with repeating new words such as 'gigantic.' Children respond to the phonic sound of the first letters in their name, used by staff, to identify who has been chosen to help distribute the fruit at snack time.

Children learn about their local community and the wider world through using a range of equipment and play resources that reflect diversity. They hear different music and have great fun when the proprietor plays her guitar and they all sing together. Picture communication cards illustrating the nursery routine are displayed, and children use simple signing techniques, for good listening and looking, encouraging their awareness of different forms of communication. Familiar words in children's home language are requested from parents to provide reassurance and enable staff to communicate using familiar words. Children demonstrate that they feel safe at the setting, they move about and use equipment safely, are familiar with the routine and comment when the 'tidy up song' isn't playing. They approach staff freely, asking questions and joining in with discussion and the singing of familiar songs. Children's awareness of their own hygiene is promoted very well, for example, the 'magic hand gel' dispensers are placed strategically at children's height at the snack table and near the box of tissues, encouraging them to use this independently to clean their hands, before eating and after blowing their nose. Children are reminded by a member of staff that a visitor came to talk to them recently about hand washing. Children enjoy their healthy snack of raw vegetables and fresh fruit, and are proud when they are chosen to help hand the fruit to their friends, as the fruit monitor. They have great fun in the garden, running, jumping and climbing on the climbing frame, with opportunities for quieter activities such as using magnifying glasses to examine bugs and binoculars to see across the garden.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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