



## **Asquith Nursery - Warsash**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY281058
<b>Inspection date</b>	22 November 2005
<b>Inspector</b>	Judith Reed / Jacqueline Munden
<b>Setting Address</b>	The Old School, 128 Church Road, Warsash, Southampton, Hampshire, SO31 9GF
<b>Telephone number</b>	01489 571252 or 01489 582844
<b>E-mail</b>	
<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 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?

Asquith Nursery and Pre-school in Warsash, Hampshire opened in 1992. It is one of a chain of privately owned nurseries and serves the wider community. There are two fully enclosed outside play areas. The setting opens from 07.30 to 18.00 Monday to Friday, 51 weeks a year. Children attend a variety of sessions.

The setting is registered to care for 72 children under 5 years. It is their policy to accept children from 18 months to 5 years. There are currently 110 children on roll.

The pre school is registered to accept nursery funding and at present has 42 funded 3-year-olds and 12 funded 4-year-olds. The setting is able to support children with special needs and those who speak English as an additional language.

There are currently 19 members of staff employed to work with the children of which most have suitable early years qualifications and a current first aid certificate. The staff team are supported by a group of familiar supply staff. Other staff employed include a secretary, a chef, a kitchen assistant and a caretaker. The setting receives support from a teacher/mentor from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children make choices from a range of healthy and nutritious meals and snacks. A menu is displayed for information and the children thrive on the healthy range of meals prepared and cooked on the premises. The pre-school children are encouraged to take snacks when they choose during the morning. They pour their own choice of water or milk drink from a jug and help themselves to a choice of fruit. Younger children are given their drinks and fruit at the tables. Children are safe because staff are well informed about their dietary requirements.

Children are independent and confident when using the toilets in the pre-school rooms. They wash their hands regularly throughout the day and are reminded to do this when necessary, particularly after stroking a trainee guide dog. Children learn about health and hygiene through discussion. Younger children wash their hands before snack time and learn that food which is dropped is not suitable to eat. Children are protected from cross-infection as they have individual bags for personal bedding and cuddly toys, ready for sleep time. Staff follow effective cleaning routines throughout the nursery and toilets are cleaned during the day as well as overnight. Good procedures for changing nappies are not always followed and the children's health may be compromised.

Children frequently enjoy regular opportunities to play outside. They benefit from the choice of activities available and climb and slide on the fixed apparatus, ride on cars or tricycles, play in sand or run around the safe and secure areas. A ball pit and soft play area is a permanent activity setting available in the play room for younger children. Children enjoy sitting and watching, or joining in the play. This helps them develop independence and makes them confident in their body control. Children are developing the skills and learning to use a range of tools for a purpose. They experience different methods for painting, including sponges, marbles, mops and brushes. They use rolling pins and cutters with play dough.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are safe and secure in a warm and welcoming environment. All outdoor

areas are well fenced and secure. Staff make good use of the available indoor and outdoor space, providing a wide range of appropriate and creative activities for children. The children's art work is displayed around the premises alongside multi-cultural posters. Children are able to access toilets in both buildings and there are separate areas available for the changing of nappies.

Pre-school children are encouraged to help themselves to toys and activities and make choices. They are able to choose from a range of good quality equipment stored in suitable storage units and clearly labelled. The rooms are divided into areas such as the role play area, book corner, maths area, writing area, messy play area and computer area. Children particularly enjoy going up a few steps into a book area away from everyone else. The nursery provides a rich, child centred environment where toys and equipment provided meet the needs of all children, including those with special needs. Younger children benefit from using a good range of natural materials in treasure baskets.

Children are protected and kept safe by vigilant staff who supervise children well. They are protected by a secure entrance system and video surveillance equipment. A comprehensive health and safety policy is in place and a designated member of staff has responsibility for completing risk assessments throughout the premises. Toys and equipment are cleaned regularly. Children regularly practise fire evacuation and staff ensure that all present are accounted for.

Children are protected by staff who understand their professional duty to promote the children's safety and welfare at all times. All staff have a good awareness of child protection issues and some have attended training in this field.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are individually welcomed into the nursery by friendly staff. Most settle quickly and confidently join in with the activities. Children are provided with a wide range of resources for learning and good play opportunities. Staff provide a broad range of planned and unplanned activities to support all areas of learning, such as leading an impromptu activity using the indoor wind chimes and visual aids that encourage children to learn about their senses. They use the Birth to Three Matters framework effectively to plan appropriate and exciting activities for younger children. The children's specific likes and interests are identified through observation and used in planning. Staff are involved in play with the children at all times and close relationships are built. Staff adapt activities appropriately for very young children, for example, various painting tools are provided to allow children with differing abilities to join in. Children are interested and involved in their learning and play. They concentrate well and continue imaginative play over long periods.

Nursery Education.

The quality of teaching and learning is good. Children are observed and assessed regularly, and their interests are used when planning future learning. Children, for example, were observed pretending to cut one another's hair and a hairdressing

salon was provided as a role play area. This was very popular with the children, and photographs of this activity are displayed. Staff feel the new method of planning is better and relevant to the children. Records clearly show each child's learning priority and development. Activities are regularly evaluated to ensure that aims are met. Staff have good knowledge of the Foundation Stage curriculum and use the stepping stones to ensure development across all six areas of learning. They provide a stimulating environment, with interesting activities and good use of time, to support the children's learning. Children and staff are well motivated and happy. All children are involved and engaged in a broad range of developmentally appropriate activities, which provide good levels of challenge.

Children reply politely when their name is called out at register time by either singing their reply or saying "Good morning". Children show increasing independence in selecting and carrying out activities. They are not rushed and carry out tasks in their own time. Children take turns when patting a guide dog in training and begin to understand that people have different needs. They recognise the importance of keeping healthy and contribute to this by washing their hands carefully after touching the dog.

Children take part in counting activities at the beginning of the day, counting each other and counting up to the number of the week. Older children begin to compare numbers and show an interest in numeric problems. They build models using bricks and talk about shapes and arrangements. Children use mathematical language confidently, saying they are behind or in front of someone in the line. The children's vocabulary is extended and children begin to link sounds and letters. They have a letter of the week and use jolly phonics actions to reinforce knowledge. Story time, however, is not always valued by staff because children are withdrawn to use the toilet.

The children's knowledge and understanding of the world is good and they particularly enjoy the ice in the water tray. They talk confidently about how the ice feels and observe what changes occur over a short time. They discuss why the ice melts and what animals live in cold countries. They also play with various containers, nets and bottles in the water tray. They learn to observe the weather and discuss the cold, in particular frost on the cars and landscape. Children benefit from the provision of equipment reflecting diversity throughout the pre-school and recognise cooking implements from around the world. They are also familiar with the aids that people with disabilities require. They meet and discuss a trainee guide dog and learn how it will help a blind person in the future.

Children enjoy frequent opportunities for role play and create many scenarios throughout the session. A group of children, for example, co-operated in a train trip game, creating a story about visiting Disneyland. Tickets were issued to both staff and children, who sat patiently in their dressing up clothes, or read books, while the driver made appropriate "choo choo" train noises.

Another group of children set up a picnic for their friends and staff members, serving tea. Children know a large number of action songs and number rhymes. They play musical instruments to accompany themselves and learn about the different sounds they can make. They also paint and create collage pictures, and their work is

displayed around the pre-school, thus valued by staff and admired by parents.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from the very positive relationship between staff and parents. Staff work hard to keep parents informed about their children and provide daily written feedback on all children attending the setting. Parents are kept up-to-date and informed through regularly issued newsletters, evening meetings, the parents' notice board in each area of the setting, and through informal daily feedback. Parents report that they feel at ease and able to discuss any issue with staff. Children settle well, develop a sense of belonging, grow in confidence and develop a clear sense of self. Settling notes are shared with parents and staff as children enter the nursery and move from nursery to the pre-school. Parents receive an information folder concerning nursery education when children enter the pre-school. Parents are involved in the regularly evaluated setting and this helps the continuous development of the provision. The partnership with parents is good.

Children's spiritual, moral, social and cultural development is fostered. They make choices throughout the day and learn to care for toys and equipment. Children generally behave very well and are supported by understanding and knowledgeable staff, who also act as good role models, treating the children, and each other, with respect. Children's good behaviour is encouraged and praised.

Children use a wide variety of equipment which reflects diversity. They become familiar with other cultures and with people with disabilities through discussions with staff about differences and similarities. Staff ensure that all children are encouraged to participate in all activities. They know the children well and plan for the children's individual needs and preferences. Posters showing children and families from around the world are displayed throughout the setting. Children are involved in the community through visits to the church for festivals and through visitors to the setting, including the postman, the dentist, a health visitor and a guide dog with its trainer.

Children with special needs are supported by well-trained and knowledgeable staff. They work closely with parents to ensure that the children's development is closely observed and recorded. All children are valued and their individual needs are met well.

### **Organisation**

The organisation is good.

Leadership and management is good. Children in the pre-school are cared for by a knowledgeable and experienced staff team. Staff are well aware of the Foundation Stage curriculum and provide high quality learning experiences for children. They observe children and record their development, which is then used to plan future learning. Management have built a happy and good team, the members of which work closely together and support each other well. Children are achieving to a high

level and staff have a good sense of accomplishment.

All children are cared for by a professional staff team, who know them well. Management ensures that all staff members are checked as required and that all policies and procedures are up-to-date at all times.

Staff are organised well, are very aware of adult-to-child ratios, and keep the register accurately at all times. Staff meetings are regularly held and staff attend outside training courses, as well as cascade training from colleagues. All staff receive annual appraisal with regularly held supervision sessions in between. They work very well together, many taking a part in the various roles and responsibilities. Staff deploy themselves well and are prepared to take on any task. A number of familiar supply staff support the regular staff team as required. The setting meets the needs of the children for whom it provides.

Children are safe as all required documentation is in place and is shared with parents as necessary. Parents are kept informed of policies and procedures through the handbook and newsletters.

### **Improvements since the last inspection**

At the last Children Act inspection, the setting was required to improve the availability of toys which reflect diversity, the nutritional value of snacks provided and the routine for checking everyone is present during fire evacuation.

Children are familiar with toys that reflect diversity and which are available at all times. Toys such as jigsaws showing people with disabilities and people from other cultures, as well as small world figures including older and disabled people, are available to children. Children are offered nutritious snacks of fruit. During fire evacuation staff ensure that all the children leave the building and a full register of children, staff, and visitors is checked.

At the last Education Act inspection, the setting was required to provide opportunities for children to initiate their own activities and experience role play daily, to provide further opportunities for children to extend their maths skills and to take steps to enable parents to contribute to the children's assessments. The management was also required to improve the qualifications and experience of staff working with pre-school children.

Experienced and knowledgeable staff now work with the pre-school children, whom they know well. Parents are invited to meet key workers at regularly held open sessions, during which they may discuss their children's progress and development. Routines have changed and children have many opportunities to initiate their own play. They particularly enjoy role play activities. Children are familiar with numbers and mathematical language through frequent counting and discussion at register time. They begin to understand the language and solve problems.

### **Complaints since the last inspection**

No complaints have been made to Ofsted 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.

## **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 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 good procedures for nappy changing are followed at all times

### **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 story time is valued and children are given the opportunity to listen and enjoy books

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](http://www.ofsted.gov.uk)