



Asquith Nursery - Wavendon (MK)

Inspection report for early years provision

Unique Reference Number	EY304881
Inspection date	06 December 2005
Inspector	Cordalee Harrison
Setting Address	Newport Road, Wavendon, Milton Keynes, Buckinghamshire, MK17 8AE
Telephone number	01908 586 518
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 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 Wavendon has been registered and owned by Asquith Nurseries since 2005. It is one of 109 Asquith Nurseries situated nationwide, four of which are in Milton Keynes Buckinghamshire.

The premises is a bungalow comprising of 11 rooms. Six rooms are used for children's activities. There is a baby room with sleeping facilities for children aged from 0 to 1 years old, two rooms are used for children aged 1 to under 3 years old,

and three rooms that are mainly used for children aged 3 to under 5 years old. Toilet, washing and nappy changing facilities are easily accessible to children in each area of the nursery. There is also an office, staff room, kitchen and laundry room. Front and rear gardens are available for outside play. The nursery is open 51 weeks of the year, Monday to Friday, 08.00 to 18.00.

There are currently 51 children on roll aged from 3 months to under 5 years. Of these, 15 children receive funding for nursery education. There are no children with special education needs on roll, children attend who speak English as an additional language.

There are 10 full time staff including the Manager and the Cook, plus two staff who work part-time. Nine staff are qualified in childcare, one is currently on a training course.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children in all areas of the setting participate in a variety of physical activities daily. They make good use of the ample outdoor space to get fresh air and exercise all year round. The children enjoy the outdoors activities several times a day and are eager to go outside to play. Children ride bikes, trikes, run, walk, and use the slide and other outdoor equipment to promote their physical development. Children develop different muscle groups and coordination. For example, hula hoops, throwing, catching and kicking balls, using the scooters are activities that children enjoy out in the fresh air.

Children in all areas of the setting eat and enjoy healthy, nutritious food and drink. A wide variety of suitable meals and snacks are prepared on the premises and given to children in a manner that reflects their differing stages of development. For example, older children sometimes prepare their own fresh fruit at snack time. Babies sit in high chairs to eat and bottle fed babies are held. Toddlers are given appropriate support by staff at meals times. Staff use a good system to ensure that children's dietary needs are managed in a systematic and safe way.

Children across the setting are developing good hygiene practice and self-care skills. They wash their hands often; after using the toilet and playing outdoors and before eating. Children brush their teeth after lunch. Children who are able carry out these tasks independently. Older children know the reasons for washing and keeping clean, through topics and discussion they learn that germs can make people unwell. A child explained that 'we wash to get rid of germs even though we cannot see them'.

Children's good health is safe guarded through the completion of their health records. There is consistent practice to manage children's medication appropriately. Sufficient numbers of staff qualified in first aid use suitable first aid equipment to deal with children's first aid needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into as safe, clean, warm and secure nursery environment. They have sufficient space to carry out a wide range of activities; floor based, table-top and free style. All children have easy access to a wide range of good-quality, safe resources that are appropriate for their age and stage of development.

Systematic risk assessments and daily checks are used effectively to minimise the risk of accidents indoors and outside for children. Children use the areas accessible to them with confidence and independence. Safe arrangements are in place for the arrival and departure of children. Children are learning to keep themselves safe; they talk about safety in group activities and learn the rules that are in place for their personal safety. For example, they learn not to run indoors and learn how to minimise the risk of injury to themselves and others in the physical environment. They sometimes pick up items that pose the risk of slipping and tripping. Children practise fire drills regularly; they are learning how to evacuate the premises quickly and safely and they know what to expect when the fire bell sounds.

Staff's good knowledge of child protection and clear understanding of the procedures that are in place for child protection safeguard children's welfare. Staff are clear about the lines of communication to ensure consistency for dealing with child protection issues in the setting and with the local authority.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all age groups are cared for by core staff who know them well. They are relaxed and settle in the warm nursery environment. They make good progress because staff use their childcare experience and knowledge of individual children along with guidance, such as the Curriculum guidance for the foundation stage and Birth to three matters framework to provide good quality care.

The youngest children make good progress because of the close and familiar relationships they develop with their carers, who follow their individual routines. Babies and toddler benefit from consistency of care. They settle well and make good progress in their development. Older children are becoming confident learners; most are interested and engaged in the wide range of pre-school activities. The majority of children communicate with their peers and adults freely and openly.

Nursery Education

The quality of teaching and learning is good. Most children make good progress across all areas of the curriculum. Children build and construct with a purpose using various types of materials. They count up to 12 and beyond, sort by colour and shape and use mathematical language in every day activities. However, staff do not always use the opportunities that arise in child-initiated play to help the more able children to

extend their learning. For example, staff missed the opportunity to help the children to understand how to increase numbers by adding larger groups of items together. Children select books and enjoy them in comfortable surroundings. Most children listen and join in group story times. However, not all children are engaged or supported to participate fully and to develop their concentration and enjoyment of group activities. Children learn that words carry meaning and use books to deepen their understanding and further their individual interest. For example, books such as 'Touching', 'Smelling', 'Thinking' and 'Seeing' help children to explore their senses, whilst 'Living on a farm' and 'Tractors' are selected to reflect individual children's interest. They use marking-making implements freely in their play and are beginning to make marks to convey different meaning. For example, they label presents for family members in preparation for Christmas and write a shopping list in their role play. Through topics and practical activities children are learning about the natural world. They are learning to care for living things, they help to look after the rabbits, guinea pigs and hens. They learn about time and seasons when they hunt for bugs and care for plants in spring. They communicate their knowledge of the world and travel. They talk about places at home and abroad and inform their peers about their experiences naming countries such as England, Dubai and Majorca.

Children show good imagination and use their role play to practise what they know, entertain themselves, further develop their communication skills and practise using every day technology. They test their ideas of how things work by doing simple experiments to find out what will happen. For example, they drop items made from stainless steel and plastic on the floor and predict which material will break. They are involved in many creative activities and express their ideas using musical instruments, dressing up-clothes and the home corner. They use different materials and mediums and experience a variety of textures such as clay, corn flour and soil. Children express their ideas freely and learn through play.

Helping children make a positive contribution

The provision is satisfactory.

Most children are developing good self-esteem, they make individual choices and most are involved in purposeful activities. However, staff do not ensure all children are always engaged purposefully at activities to extend their learning. Staff acknowledge and praise the children's achievements; this helps children to know when they have done well. Most children behave well and are responsive to the suitable behaviour strategies. However, the procedure to deal with persistently challenging behaviour is not complete. It does not include a system for review, to ensure that the strategies that staff identify and use are effective in practice to manage individual children's behaviour.

Children are learning to value themselves and others. Through discussions and the use of appropriate resources they learn about different cultures and further develop their own interest. They participate in activities such as fund raising for charity. They are learning why it is important to help others in the wider community. Spiritual, moral, social and cultural development is fostered.

There are clear procedures in place for the care and education of children with special needs. Children's health care plans are clear, records are kept up to date and lines of communications are agreed with parents to safeguard children. Staff demonstrate sound understanding of the procedure for managing children's special education needs. There are clear procedures in place to provide suitable care and education for children with special needs. No children with special educational needs attend at present.

The partnership with parents is good. Staff exchange sufficient, good-quality information with parents about the setting's activities. Parents find the staff approachable and feel that they are involved in their children's learning. They provide information about what their children are able to do, as well as up-to-date information about their children's interests as they progress their development.

Organisation

The organisation is good.

Each area of the setting is organised to reflect the changing needs of the children as they progress through the setting. Children have access to sufficient good-quality play resources and suitable equipment.

The recruitment procedure is sound. Induction covers all essential elements so that staff are clear about their roles and responsibilities for the children. Children in all areas of the setting benefit from the supervision of staff who are qualified in child care and are able to plan and evaluate the activities in which they are involved.

Children's documentation is completed with all of the required information to enable their individual needs to be met and to safeguard their welfare.

Leadership and management is good. The leadership and management team works closely with the setting's manager and provide regular training for staff. They ensure that there is sufficient resources to meet the daily needs of children in the setting. Sufficient staff are deployed effectively to work with the children. Regular evaluation enables them to plan ahead for children's care and education. The operational plan is sound; it contains policies and procedures that covers all aspects of children's health and safety. The policies, such as child protection, health and safety and special needs, are familiar to staff and known to parents. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. 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.

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 that all children's individual needs are clearly identified and catered for at each session, and ensure that the strategies for managing children's behaviour are effective in everyday practice.

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 sure that staff are able to help children to develop their ideas to extend their learning through opportunities that arise from child initiated activities
- ensure that staff are able to help children to develop their listening skills and concentration during group activities.

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