



## Asquith Nursery - Trafalgar

Inspection report for early years provision

<b>Unique Reference Number</b>	EY291137
<b>Inspection date</b>	07 December 2005
<b>Inspector</b>	Maria Therese Conroy / Jamila Aslam
<b>Setting Address</b>	c/o Trafalgar Infant School, 49 Meadway, Twickenham, Middlesex, TW2 6PY
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<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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, Twickenham (Trafalgar) has been registered since 2004. It is located in Meadway, Twickenham. The building is part of Trafalgar Infant School. The nursery, out of school club and wrap around care operate from ten rooms in the purpose built premises. The nursery serves the local area.

The nursery opens 5 days a week 51 weeks a year from 08:00 to 18:00. The out of school club is open 08:00 - 09:00 and 15:00 - 18:00 and wrap around care 12:00 -

15:00. A sessional care group operates from 09:15 to 11:45 and from 12:30 to 15:00. These groups operate Monday to Friday term time only. The setting supports children with special needs and those who have English as an additional language.

The nursery is registered for 79 children aged 3 months to 5 years and 24 children aged 4 to 11 years in the out of school club and wrap around care.

Currently 98 children from 3 months old to 5 years old are on roll in the nursery, 31 children on roll in the sessional care group and 77 children on roll in the wrap around, before and after school care. This includes 35 funded children. The nursery receives support from the Early Years Development and Childcare Partnership.

There are currently 22 permanent staff who work with the children, of whom 15 hold a relevant childcare qualification. The person in charge and the deputy hold relevant child care qualifications and have suitable experience.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a good range of outdoor activities, which contributes to their good health. Daily opportunities for physical play enable children to practise their increasing mobility skills for example, riding tricycles and using push and pull toys. Older children are becoming skilled as they use pencils, scissors and cutlery with increasing control. Children relish running around in the large outdoor area, they run after balls, use sit and ride toys and pedal bikes. Babies have opportunities to encourage their physical development, for example, by using the ball pool and tunnel.

Staff follow good hygiene procedures which minimises the risk of infection. For example gloves and aprons are worn during nappy changing and staff wash their hands after each nappy change. Children are encouraged to have good personal hygiene as they wash their hands before eating any food. There are posters around the nursery near to the hand washing area, which encourages children to wash their hands.

Older children are taught about the importance of keeping healthy during topics such as healthy eating and visiting the dentist. Menus are balanced and nutritious and all dietary needs are catered for, which ensures that children have a healthy diet. Babies bottles are individually labelled and stored appropriately in the milk room fridge. Children's independence is encouraged as they have water readily available throughout the day at low level.

Staff who have a first aid qualification promote children's welfare and are well organised to deal with accidents. Children's medical and dietary requirements are readily available in each room.

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

The provision is good.

Children's risk of accidental injury is minimised in the well designed setting which has good safety and security precautions in place such as an intercom system and key coded entry doors. Staff help keep children safe in the nursery because they are extremely vigilant of the children in their care and supervise them well.

The nursery is attractively organised, stimulating, safe and secure. Children use a range of good quality safe, developmentally appropriate resources. These are well organised in low level storage units for older children to allow them to have easy access.

Children are well protected by all staff who are knowledgeable in child protection policies and procedures. Written procedures are available for both parents and staff to access easily. Children's welfare is strongly promoted by staff who adhere to an extensive range of effective policies and procedures.

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

The provision is satisfactory.

Children enjoy themselves at the nursery and eagerly participate in the many activities. Staff greet children warmly and welcome them and their parents into the setting. The good organisation of the baby room enables children to move around and make their own choices. They enjoy a good range of interesting age appropriate toys including natural play materials such as carrots and cabbages which are incorporated along with pots and pans into the planned activities.

Toddlers take part in activities such as finding the wooden animals in the foam and moving large stones from one bag to another, which encourages them to learn about different textures. Children of this age are encouraged to become more independent as the staff support them as they take their coats off and by building the train track.

Older children who attend the wrap around and after school club have the opportunity to re-enforce turn taking and sharing by taking part in activities such as Jenga. They enjoy constructing models from the Lego and take pride in showing off their finished creations to their friends and members of staff. Children's work is displayed around the room promoting self-esteem and encouraging them to feel part of the group.

The quality of teaching and learning is satisfactory. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum and how children learn. This enables staff to plan suitable learning programmes that cover all areas of learning. Children's learning is developed through staff's good questioning and interest in the children.

Children's progress is measured through observations and an assessment system. However, staff do not always use these observations to identify the next steps for

children's learning to ensure their progress through the stepping stones is appropriately addressed and recorded.

Children are learning to count confidently and reliably and they recognise several written numerals. They are learning about shape and space for example when the children were reading the story about the shapes, patterns and sizes of the animals. Children are solving mathematical problems as they build and construct, weigh, and use various objects to add and subtract.

Children are confident speakers and engage in conversations with each other and adults. They enjoy looking at books independently, in groups, and they listen attentively at story time. Children are developing very good pencil control and there are good opportunities for children to be spontaneous in their writing. Most children are able to write correctly formed letters and some confidently write their own name.

Children are developing a good understanding of the world in which they live because the setting has a very good selection of resources to support their learning. They have great fun as they explore, and respond to all their senses through various projects, topic work and equipment.

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

The provision is good.

Children are developing lots of confidence and self-esteem as they have time to explore independently in this safe environment. They are given good support in learning to manage their own behaviour through the positive role models of adults. As a result, behaviour is good. Children are kind and considerate towards each other. All children are treated with equal concern and their individual needs are met very effectively by the staff.

Children who have special needs are welcomed into the setting. Equipment and resources would be appropriately adapted to ensure all children are fully involved, integrated and well cared for at this setting. The special educational needs co-ordinator has attended relevant training and she shares her knowledge with staff to ensure children are well supported. Staff have the knowledge and skills to identify children's developmental concerns and they liaise effectively with parents and other professionals.

Children from varying ethnic backgrounds are welcomed into the nursery; staff ensure children feel valued by ensuring that resources positively represent all in the community. Children's spiritual, moral, social and cultural development is fostered. Children show concern for others, for instance, in comforting a child who has tripped in the garden and another child tells a member of staff that 'he is crying because he fell down'.

The partnership with parents and carers is good. Children benefit from the open, warm welcome that parents receive. Parents are given good information about the Foundation Stage curriculum activities and their children's progress through parents' evenings. They value the ability to speak to staff concerning all aspects of their

child's care during daily discussions and appreciate staff's use of diaries to exchange information. Children benefit from this good partnership as families feel well supported and involved. Children's needs are met in accordance with their parent's wishes.

## **Organisation**

The organisation is good.

The leadership and management is good. Children share good relationships with staff who have been vetted for their suitability to work with young children. Their care is enhanced by the high quality of organisation and the effective leadership and management of the nursery. There are systems in place to monitor and assess the quality of the nursery education, although these are under current review.

The manager provides a very good role model to staff who work well together as a team. This is reflected in the good practice within the pre-school rooms which results in children being very happy, secure and content in their surroundings.

There is a wide range of policies and procedures to keep children safe, well cared for and promote their all round development. The effective recruitment and vetting procures maintain children's welfare. There is a strong commitment to further the improvement of the provision which ensures children benefit from high standards.

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

## **Improvements since the last inspection**

N/A

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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.

## **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):

- implement the training and planning systems identified to ensure that activities are appropriate to children's individual needs.

### **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 the assessment system to show what children need do in order to plan for the next stage of their 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](http://www.ofsted.gov.uk)