



Asquith Nursery/Creche - Bristol

Inspection report for early years provision

Unique Reference Number	EY286451
Inspection date	07 December 2005
Inspector	Deborah Jane Starr
Setting Address	C/o David Lloyd Tennis Centre, Ashton Road, Bristol, Avon, BS3 2HB
Telephone number	0117 953 2830
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Registered person	Asquith Court Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care, Crèche

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?

Asquith Nursery and Crèche opened in 1996. It operates from four rooms in the David Lloyd Tennis Centre in Ashton, Bristol. It serves both the local and extended geographical areas and members of the Tennis Centre. A maximum of 45 children may attend the nursery and a maximum of 8 children may attend the crèche at any one time. The nursery is open each weekday from 08.00 to 18.00 and the crèche is open 7 days a week from 09.00 to 17.00 each weekday and 09.30 to 15.30 on a

Saturday and 10.00 to 14.00 on a Sunday for 51 weeks of the year.

There are currently 47 children on roll in the nursery, of these 15 receive funding for nursery education. There are currently 175 children on roll in the crèche. The nursery supports children with special needs and those who speak English as an additional language. The nursery employs 6 part-time and 11 full-time staff. Staff hold appropriate early years qualifications; 6 staff are currently working towards a higher early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Established good hygiene routines and clear explanations from staff increase children's understanding of the importance of maintaining good health. Most children wash their hands after using the toilet and spontaneously wash their hands after messy play. Children know to wipe their noses and dispose of used tissues appropriately. Staff's knowledge of policies and consistent approach to procedures such as sick children, nappy changing, cleaning routines and the administering of medication effectively protects children from the spread of illness and risk of infection. Staff hold appropriate first aid qualifications.

All children enjoy a range of physical activities on a daily basis that contribute to their emerging physical development and control and co-ordination of their bodies. Children move safely and confidently around furniture in play rooms and obstacles in the outside play areas. They practice throwing, batting and kicking skills using balls. Older children develop co-ordination when riding trikes and climbing skills when using the low level slide and climbing frame outside. Younger children enjoy developing their climbing skills and balance when using the indoor step and slide equipment. Babies mobility is promoted through ample space to crawl and the use of appropriate equipment. Children develop hand eye co-ordination when attempting to catch bubbles and move in a variety of ways when singing action songs. Older children enjoy optional weekly Stretch-n-Grow sessions which promotes their physical co-ordination and understanding of the effects of exercise on their bodies. Staff guide pre-school children at quiet times to listen to their own heart beat through the use of a stethoscope. Children effectively and safely use small tools such as scissors, knives, forks and spoons at lunch times, glue sticks and a variety of paint brushes and sponges to create a range of effects. All children are able to rest according to their needs; home sleep routines for babies are followed to maintain consistency. Children enjoy regular opportunities for physical play outside, these however are not planned and do not ensure that older and more able children are sufficiently challenged.

Children benefit from a healthy diet. Balanced meals and snacks offering a variety of vegetables and very regular supplies of fruit promote children's understanding. This understanding is promoted further for older children attending stretch-n-grow sessions. However, meals provided at times do not reflect children's preferences.

Staff take account of children's dietary needs through discussion with parents. Drinks are easily accessible to all children, younger children and babies are offered drinks throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is promoted through extensive written organisational risk assessments. Daily visual checks both at the start and end of the day are carried out by management. However procedures that maintain the security of the premises are not consistently followed, therefore children's safety is compromised. Children develop an understanding of their own personal safety through clear guidance given by staff, they know how to hold and use scissors safely, keep their own space safe when helping to tidy up and regularly practise evacuation drills. An evacuation bag containing appropriate items such as drinking cups and a blanket is collected by staff to ensure children's needs are met at such times. Children play happily within the newly refurbished rooms with a varied range of safe toys and equipment that are appropriate to their age and stage of development and shared throughout the nursery.

Most staff have an adequate knowledge and understanding of their responsibilities to protect children from harm. The child protection co-ordinator has a secure knowledge of organisational and local child protection procedures, however some staff are unclear, therefore children's safety is not safeguarded at all times.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children and babies both within the nursery and crèche participate in and enjoy a range of activities which stimulate their senses and encourage them to try out new experiences. Young babies flap their arms with excitement on touching a cool water mat, follow intently with their eyes the jingling of a rattle and respond with smiles to the sound of bubble wrap popping underneath their body. Children of all ages are involved in their play, toddlers are inquisitive about the feel of glitter and glue on their fingers and older children investigate texture and develop circular hand movements through custard play. Children enjoy taking turns rolling an illuminated magic ball to each other. Children listen intently to stories. Staff working both in the nursery and crèche have a sound knowledge of child development but do not yet use this to plan activities which reflect what staff know about the children and promote their next stage in development.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have an adequate knowledge of the Foundation Stage curriculum. Planned activities are appropriately linked to the areas of learning and stepping stones. Staff encourage and enable children to make independent choices through the layout of resources on easily

accessible low level shelving.

Children's progress is measured through an observation and assessment system that is in transition. The newness of the current system and lack of familiarity by staff means that children's assessment records are not yet used effectively. Children's progress is not yet regularly recorded and evaluated in line with the stepping stones and observations of what children know used to help plan the next steps in children's learning. Staff when planning do not yet consider how they meet the differing abilities of children, consequently at times activities focus on those children more able and are inappropriate for younger children.

Children persevere at activities and develop good levels of concentration. For example, when creating a train track and junk modelling. Children enjoy expressing their imaginations and re-enacting their everyday experiences through role-play, such as cooking, talking on the telephone, pretending to be Father Christmas and caring for babies. Children spontaneously use props such as hats, models made from construction blocks and observe different effects when paint is applied to a cardboard tube and rolled on paper to extend their own play. Children create their own art work using a range of fabric, paint and art materials such as tinsel, bobbles, shiny stars and glitter.

Children link sounds and letters when attempting to write their names and correctly identify their own first letters for example, when sitting on the mat at circle time. Children ascribe meaning to their marks and understand that print has a purpose. Children identify familiar letters in everyday objects such as their scarf and when looking for their peg to hang their coat. They write their names on Christmas cards to their parents and spontaneously attempt writing for example, letters for the Christmas post; more able children write correctly formed letters. Children enjoy looking at books, handle them correctly and listen to stories and songs. Children develop an awareness of rhythm through the repetition of familiar phrases at circle times, playing musical instruments and singing songs from memory. Children confidently express their own thoughts and feelings and discuss family events such as birthday parties and familiar football players.

Children use language to organise their own thoughts and ideas about what they are doing to create a desired effect, such as the construction of a marble run. Children are inquisitive about the world around them, they observe a worm in the outside play area and have a developing sense of time when recalling a worm seen the previous week. Opportunities for them to develop skills to use everyday technology and programmable toys are very limited.

Staff introduce mystery bags to help children develop their understanding of shape. Activities such as making paper chains, puzzles and creating their own pictures of Elmer the elephant develop children's understanding of sequence and pattern. Children relate number to everyday objects and in their everyday speech when referring to their age. They identify written numbers correctly and more able children recognise when numbers in sequence are missing, for example when using the number line. Daily routines, such as snack time and tidy up time are not always used effectively to develop children's understanding of number and problem solving.

Helping children make a positive contribution

The provision is satisfactory.

Displays of children's own work, clearly visible photographs of themselves and activities such as self registration promote children's self-esteem and sense of belonging. Although there are no children with special needs attending at the time of the inspection, staff have sufficient knowledge and understanding of their responsibilities to meet the individual needs of children and access to systems to identify and support their development. Thorough settling-in procedures and regular discussions with parents for example, when children are weaning and dual-language children ensure their individual needs are met. Older children talk confidently about their experiences at home and their families. However, meaningful activities and resources which develop children's sense of belonging to the local community and promote positive images and attitudes to different ways of life and the wider world in which they live are limited.

Children benefit from the positive relationship between parents and staff. Staff seek parents views of their child's development and abilities prior to their child's start. Parents are informed of their child's general progress, care and events within the nursery through daily written reports, clearly displayed notices, monthly newsletters and regular discussions with staff.

Children's behaviour is good. Staff have high expectations of the children who respond well to their calm, clear and consistent approach. Children are courteous and polite; more able children spontaneously negotiate with each other to resolve differences, such as the sharing of play money and construction blocks. Children relate well to each other and learn to listen to others through enjoyable activities such as the sharing of Maxi bear at circle time. Staff support younger children in sharing and turn taking through consistent boundaries, regular praise and encouragement and appropriate strategies to understand right and wrong. Children develop concern for others for example, through Red Nose day. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. Parents receive sufficient initial information about the Foundation Stage curriculum and on-going information as to how the six areas of learning are promoted through weekly planned activities. Children's general progress is shared through daily discussion. Parents however are not given opportunities to be actively involved in their children's on-going learning and are not given specific feedback about their child's achievements in relation to the stepping stones and early learning goals.

Organisation

The organisation is satisfactory.

Children are supported by appropriately qualified staff. Systems in place for the recruitment and checking of staff and induction procedures ensure that staff are suitable to work with children.

The now stable staff team, focussed regular staff meetings, identification of the nursery's strengths and weaknesses and commitment by all to bring about change, reflect the positive attitude of the manager and clear direction to promote and safeguard children's development and welfare. Most of the settings policies and procedures are reflected in practice and followed consistently therefore contributing to children's wellbeing.

The layout and organisation of the rooms gives children easy access to resources and enables them to make independent choices from labelled storage boxes on low-level shelving. The effective use of wall displays and photographs of children particularly, in the pre-school and toddler room is inviting to children and contributes to their learning.

The leadership and management is satisfactory. The manager is committed to developing her own and staff's knowledge and skills through training to provide appropriate nursery education. However, the current system for monitoring and evaluating the programmes for nursery education does not yet ensure that children are offered a balanced range of activities and experiences across the six areas of learning, consequently this limits children's progress in some areas.

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

Improvements since the last inspection

At the last inspection the nursery was requested to conduct a complete risk assessment of the premises, develop staff knowledge and understanding of child protection issues, ensure parents sign the written record of medicine given to children and provide opportunities for parents to receive regular information about the nursery and activities children have undertaken.

Most issues have been fully addressed and children's welfare is safeguarded through the implementation and regular review of systems and procedures. Parents are now given daily information about their child and receive regular information about events within the nursery. One issue needs further attention, the development of staff's knowledge and understanding of child protection issues and is reflected in this report.

Complaints since the last inspection

There have been no complaints 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 complaints record may contain complaints other than those made to Ofsted

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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 that procedures for maintaining the security of the premises are consistently followed
- develop further all staff's knowledge and understanding of child protection issues and procedures
- develop further staff's knowledge and understanding of children's development in line with the Birth to three framework
- increase resources that reflect positive images of diversity and difference and provide children with meaningful experiences that increase their awareness and promote a positive attitude to the wider world [also applies to nursery education].

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):

- continue to develop children's assessment records so that children's progress and achievements are regularly recorded, linked to the stepping stones and regularly evaluated
- develop planning that reflects the next stage in learning and identifies how children of differing abilities are offered appropriate challenges
- develop further the systems in place to monitor planning, so that a balanced range of activities and experiences are offered to children across the six areas of learning.

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