



Asquith Nursery - Westwood Park

Inspection report for early years provision

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| Unique Reference Number | EY286410 |
| Inspection date | 05 December 2005 |
| Inspector | Jacqueline Munden / Judith Reed |
| Setting Address | 27 Winn Road, Portswood, Southampton, Hampshire, SO17 1EJ |
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| 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Asquith Nursery, Westwood Park, opened in 2004, but has been operating under Dfes registration for 12 years. The nursery is one of a chain of privately owned Asquith Day Nurseries and serves the wider community. There are two enclosed outside play areas.

The nursery is registered for 63 children aged under 5 years and it is their policy to accept children aged from 1 year. There are currently 90 children on roll. The nursery

is registered to accept nursery funding and at present has 37 children receiving nursery education funding. The setting supports children with special needs and who speak English as a second language.

The setting operates from 08.00 – 18.00, Monday to Friday 51 weeks a year. Children attend a variety of sessions.

There are 19 members of staff employed to work with the children of which most have suitable early year's qualifications and have current first aid certificates. Other staff employed include an administration assistant, a chef and a kitchen assistant.

The nursery is a member of the Southampton and Waterside Area Nursery Network (SWANN). It

receives support from a teacher/mentor and the Area Special Educational Needs Co-ordinator from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to take responsibility for their own personal care and can independently access the toilet and washing facilities. They are aware of the need to wear coats to keep warm. There are effective hygiene procedures in place including individual flannels and bedding. However some staff do not always follow these regarding nappy changing and the cleaning of potties. Therefore children's health is sometimes at risk. Staff maintain good records of accidents and any medication administered, and share these with parents and carers. They consult with parents about the children's health needs and keep appropriate records on site.

Children are provided with a nutritious range of snacks and main meals. Older children are independent and serve themselves drinks and fruit from the café style snack system. Younger children are served their snack. All children can access drinks when needed. They enjoy healthy meals cooked and prepared on the premises. The menu is displayed for parents and recipe cards are available to them to try the meals at home. Registration forms completed for all children include information regarding any allergies and dietary needs they may have.

Children develop a good range of skills during their physical play. They benefit from the frequent outdoor times in the interesting garden. They can access a good selection of equipment which enables them to practice skills such as, climbing, peddling and balancing. They enjoy the stimulating environment which provides areas to

sit and read and listen to the wind chimes as well as scoop and pile up leaves. Children not yet walking are placed on blankets to enjoy the fresh air. Indoors, younger children enjoy the ball pit and sitting on the rockers. Nursery and Rainbow groups join together for Monkey Music sessions. They all join in actions-stretching,

bending, clapping and shaking hands. They make lots of noise stamping their feet and stop, being very quiet- learning to follow simple instructions. Older children have weekly physical exercise and soft play sessions where they explore equipment and develop skills such as crawling under and jumping over the snake. Small muscles are developed well as children of all ages are provided with a wide range of tools and play materials that improve dexterity. These include writing materials, a hole punch and paper clips in the office area of the pre-school room. Children develop control of their bodies as they enjoy spooning the soap flakes into baking trays and dishes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure, warm and welcoming environment. Access to the nursery via the front door is well monitored by the use of a video surveillance camera. Children and staff are involved in regular fire drills that are rerecorded appropriately. Staff give high priority to ensuring children's safety, they count children before going out to the garden and again when they return and carry the register out with them in case of emergency. Older children on the first floor are learning to follow safety procedures by lining up and descending the stairs to reach the garden in a careful quiet manner. There is a designated member of staff with responsibility for safety in the nursery.

Children can access toilet facilities safely and independently. The secure garden is an extension of the learning environment with different areas including a covered pond. Play equipment is clean and in a good, safe condition. Most is stored in boxes and units at child height allowing children to make independent choices.

Children are well protected regarding child protection issues as staff are clear about their roles and the setting's procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happily involved in purposeful activities that promote learning in all areas. They are interested and involved in their learning as they move between activities. They relate well to adults and ask questions as they play. Staff respond with encouragement and praise which promotes children's confidence and self-esteem enabling them to take a positive role in their own learning. Younger children benefit from staff's developing knowledge and use of the Birth to Three Matters framework.

Observations of children are used to plan for future activities. Children are welcomed into the nursery individually and comforted when upset. Staff provide suitable resources and ensure they are accessible to all children. For example, paper and paints are placed on the floor for a young child that cannot reach the easel. All areas of the nursery are very well equipped with good quality toys and resources. Children in the Rainbow room enjoy a mix of adult led and child activities. They are supported

appropriately in sprinkling glitter to decorate Christmas shapes. Children have free access to a range of imaginative play materials in the home corner where they are becoming skilful communicators as they pretend to make cups of tea and chat to each other and staff. All children relish the long periods of outdoor play throughout the day. Staff have a clear understanding that this is an extension of the learning environment. Very young children benefit from the experiences gained in the sensory area.

Nursery Education

The quality of teaching and learning is satisfactory. Most children are making sound progress in all areas of learning. Many count well, know their colours and are beginning to use mathematical language in their play. They have access to a good range of high quality resources which are arranged in various areas of the room; children move freely between them. Children benefit from the staff's good understanding of the Foundation Stage and the six areas of learning. Staff know the children well and rely on this knowledge to develop plans of activities to help them progress towards the early learning goals. However, some children's progress is being hindered as the written plans are sparse and do not outline the learning intention of the activity or how to extend it to challenge older or the many, more able children. Staff fail to record regular observations of children's level of achievements. Therefore they do not have the information needed to plan for the next steps in children's individual learning.

Children enjoy story time and use books well in the playroom and in the garden seating area. They use a language to organise their role play and to express their ideas. Most children are beginning to recognise their name as they self register and find their place setting at meal times. Children practice pencil control on the writing table and office area. Staff provide mark making materials in many areas of the setting, in and outdoors. Some children recognise, write and say the phonic sounds of letters.

A child-initiated activity involving writing letters already known on the white board, led to every child in the room being involved in "writing". Many children count well, some up to ten. They take part in activities to explore shape and size. They are beginning to use mathematical language during activities such as building tall towers in the garden. Many opportunities are used to count throughout the day. These include when lining up to go outside and counting how many cups and plates are needed. Children learn about calculating when using computer programmes and by skilful questioning of staff. For example, "how many more do we need?"

Children explore and investigate with a range of materials and resources. They have access to paint, make dough and collect leaves in the garden. Many children are confident when using IT equipment and complete mathematical programmes on the computer. They build and construct using the vast array of equipment in and outdoors. Children know their colours well and enjoy planned craft activities. They use their imaginations well during role play and enjoy using the instruments in the daily music sessions.

Helping children make a positive contribution

The provision is good.

Children benefit from the very positive relationships with staff. They are valued and their individual needs met well. Children's spiritual, moral, social and cultural development is fostered. They are fully included in the life of the setting; they help to tidy up, pour drinks, and have equal access to the toys and resources. Staff know the children well and plan for the children's individual needs and preferences. Children are confident and can express their needs and feelings. Children with special needs and English as an additional language are also welcomed and included at the nursery. Staff work closely with parents and other professionals to ensure children are appropriately supported.

Children behave well. They follow clear rules and routines, are polite and kind towards each other and adults. Good behaviour is promoted by staff who use praise and positive reinforcement.

The partnership with parents and carers is good. They receive a wide range of information regarding policies and procedures in a handbook when their children start at the nursery. This includes information about the nursery education. Generally, staff keep parents informed of daily activities and learning objectives. Parents of younger children are given daily written information regarding their children's care. They are kept up to date with regular newsletters and opportunities to attend parents evenings. The notice board provides them with extra information, such as the daily menu. Parents feel able to approach staff and discuss their child's care and welfare at any time.

Diversity is promoted throughout the setting. Children use a wide range of play equipment and books that promote positive images of all people in society. Children become familiar with other cultures through planned activities. They become involved in the community through visitors including the Police and by making visits to the library and the Common.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are very happy and settled in the nursery. Space is well organised to allow them access to numerous resources and activities. Children benefit from the enthusiasm of staff who are deployed well, working directly with them. Staff are well qualified and attend regular workshops and in house training. A number of familiar supply staff support the regular staff team as required.

Leadership and management is satisfactory. The nursery has recently appointed a new manager who makes effective use of staff to ensure children are well cared for. However, the provision of the nursery education programme is not being evaluated to ensure it is fully effective. A comprehensive range of policies and procedures are in place and shared with parents, ensuring children's care and safety.

Appropriate records are kept for each child. Management procedures ensure staff are suitable and are kept informed of current regulations and guidance.

Improvements since the last inspection

At the last care inspection a recommendation was made to consider using the Birth to Three Matters framework when recording observations and writing reports. Staff now make and record observations under the headings of the components that make up the four aspects of the framework. This ensures the general planning for further activities promotes younger children's development.

Complaints 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. There are no complaints to report. No complaints have been made to Ofsted since the last inspection.

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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 all staff follow suitable hygiene routines.

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 regular assessments of children's achievements and ensure that learning intentions are identified to support children's progress towards the early learning goals
- develop and implement further systems to evaluate curriculum planning and the provision of the nursery education programme to identify and address

areas for improvements.

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