



Asquith Nursery - Slough

Inspection report for early years provision

Unique Reference Number	EY283550
Inspection date	11 January 2006
Inspector	Susan Mary Rolfe
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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 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 Day Nursery opened in June 1999 and registered in June 2004. It operates from a self contained building close to Slough town centre on a large industrial estate. The premises is separated into four rooms. The nursery serves the local area and is close to major access routes.

The nursery is registered for 52 children under the age of 5 years. There are currently 73 children, age 3 months to 5 years, on roll. This includes 17 children who receive

funding for the nursery education. Children attend for a variety of sessions. There are currently no children identified with special needs attending the nursery. The setting supports children who have English as an additional language.

Asquith Day Nursery opens five days a week, all year round. The nursery is open from 08.00 until 18.00. Including the manager, there are 12 staff employed to work with the children. Of these, 11 staff have a Level 2 or 3 National Vocational Qualification. In addition the nursery employs a chef and an administration assistant. The setting receives support from a nursery co-ordinator from Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of the ways to keep themselves healthy. They understand the importance of good hygiene practice. For example, they are familiar with the routine of washing their hands before lunch. The very good hygiene procedures followed by staff protect children from the spread of infection. Staff are well organised to deal competently with accidents. This maintains children's wellbeing.

Staff promote children's general health as they provide them with a varied diet. Food is in plentiful supply and includes a good amount of fresh fruit and vegetables. Children enjoy their food and can have additional helpings if they wish. Children's independence is enhanced as older children serve their own food and all children have access to drinks throughout the day.

The children gain a great deal of benefit from the good outdoor facilities. Children have regular use of the outdoor play area. They relish running around as they aim accurately and hit balls with their hockey sticks. The interesting climbing frame offers children plenty of scope to climb, crawl through the tunnels and speed down the slide.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment. Staff take generally good safety precautions, therefore minimising the risk of accidents. In individual rooms, children do not have access to items which may be a risk, for example small pegs. However, this consideration is not always adhered to in relation to items bought out to the garden area.

Children learn how to stay safe as staff remind them of safety issues, such as not running with scissors in their hand. Staff are vigilant at all times which promotes children's welfare. Children make choices from a good range of toys and play materials which staff maintain in good condition. The play areas are attractively presented and children have a good amount of clear space for all types of play.

Staff safeguard children's welfare as they have a very clear understanding of child protection procedures. Staff liaise with other agencies to promote children's safety in relation to child protection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies play contentedly and receive constant stimulation. They have easy access to a very good range of play activities. They enjoy 'talking' on the telephone, use simple puzzles and delight in digging in the tray of wholemeal flour. There is a good level of interaction with staff and the more vocal children call out 'hiya' to visitors to the room. Very young babies receive a high level of attention and lots of physical interaction and eye contact.

Toddlers are cared for in a separate age related room. There is a good amount of stimulation. Children enjoy music sessions and boogie away with smiles on their faces. Children benefit from the high amount of stimulation and verbal interaction.

Nursery Education

The quality of teaching is satisfactory and older children make appropriate progress in all areas of development. Staff plan a wide range of activities which help promote children's development. However, staff do not always make the most of all learning opportunities. For example, there are missed opportunities for children to estimate, calculate and count. Children make good use of the number line and recognise when the numbers are out of sequence.

Children have a very good understanding that print carries meaning. They have opportunities to mark make for a purpose. For example, they write and read their instructions for an event they organise within the home corner. They recognise and name letters. Some children are able to write their own name and recognise the names of others. There are some opportunities for children to see the written word around the room, for example drawers have labels. The absence of individual letters or simple words at a low level results in the less able children having limited opportunities to view letters, practice writing them or copy them. There are letter stencils available. However, these were not used by staff or children to promote learning. Children have easy access to books and enjoy several stories throughout the day. They participate during this time and correctly predict the outcome of the story.

Children form good relationships with staff, peers and visitors. They are very chatty and provide a full account of their weekend during the group time session. Children are generally very confident. They are given much time to recall their experiences and if staff try to move onto another child, they are all very quick to state they have not yet finished. Children play and organise their time in the home corner very well. They cooperate with each other and take their role very seriously.

Although planning incorporates creative activities, the majority of these have an end product for a purpose. There are limited opportunities for children to create and

design with a variety of materials. Children have easy access to a good range of musical instruments and use these freely.

Children have independent access to a reasonable amount of play items. Children are expected to choose from the items but are not directed towards anything in particular if they do not. As a result, children are aimless for some periods of the day. The older group room often has very little out to entice the children. The children are left to entirely self select. This does not provide them with opportunities for stimulating environment or to use their imaginations to the full. For example, children play with a good range of dinosaurs but have no additional resources to use with them.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and settle well at the nursery. Staff support children who are moving into older age related rooms. Younger children are beginning to learn and understand the need to share. Older children's behaviour is generally managed well. However, there are short periods when children are waiting for lunch when staff simply tell children to stop a certain behaviour. This does not identify the negative behaviour and does not teach children the correct way to behave.

Partnership with parents is good. Children benefit from the strong relationship staff have with their parents. There are effective systems in place to ensure regular exchange of information relating to the care of the children. Parents are confident with the service provided. They receive a good amount of information relating to the Early Years Foundation Stage. Children benefit from the regular verbal exchange of information their parents receive relating to their individual progress. More formal feedback relating to the nursery education is available on request.

Children develop an understanding of the community in which they live as outside agencies visit the setting, such as hearing dog for the deaf and fire fighters. They learn about other cultures through planned topics, for example Diwali and Eid. They follow through their learning as they complete art activities related to the topic.

Staff generally enhance children's welfare as they have a good understanding of their individual needs. However, the individual sleeping requirements of young children are not always met. For example, some babies are very tired by lunchtime and the meal is not offered earlier to allow them to fully enjoy their food before they sleep.

The setting supports children who have English as an additional language. Staff work with parents and other professionals to enhance the development of children who have additional needs. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The leadership and management are satisfactory. Children settle confidently in the welcoming environment. A high level of staffing ensures that children are safe and secure. The nursery employs additional staff to cover over the lunchtime period. This results in a consistently high level of care. However, the deployment of staff for very young babies does not always provide them with consistent carers.

There are rigorous systems in place which ensures effective recruitment and induction of new staff. Staff on a probationary period or agency staff follow strict guidelines relating to the personal care of the children. This promotes children's welfare.

The manager is forward thinking and enthusiastically discusses plans for future development. She works well with staff to develop their individual learning opportunities through regular training. Although there are systems in place to monitor and evaluate the education, these are not totally effective as they have not identified the weaknesses in teaching.

A wide range of policies and procedures enhance the care children receive. Records relating to children's requirements are well organised and staff update the information on a regular basis. Attendance records are well maintained as both staff and children sign in and out of the room. This ensures that the staff ratio is managed to a good level and promotes the care the children receive. There are rigorous systems in place to ensure children's safety in relation to the employment and induction of new staff. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection, the setting were required to increase opportunities for children to develop their imagination, provide food in sufficient quantities, provide a range of activities for children to learn about positive images of differences and to promote positive behaviour management strategies.

The setting provides children with very good opportunities to develop their imagination. For example, within the home corner children participate cooperatively in role play. However, children require more regular opportunities to express themselves through creative activities, such as small world play and art.

Children's behaviour is generally managed well. Staff encourage good manners and remind children of the safety rules. There are times, however, when staff inform children to stop doing something without an explanation. This does not increase children's understanding of right and wrong.

Food is in plentiful supply and this promotes children's general wellbeing. Children help themselves to additional food and enjoy the wide variety of fruit and vegetables.

The setting were also required to increase opportunities for children to design, paint freely and use pens, pencils and scissors. The organisation of the rooms has improved and provides children with easy access to items, such as hole punch, sharpeners, scissors and writing material. Children have access to planned, creative

activities. However, there are still few opportunities for children to develop their own creative ideas.

Staff were required to develop their knowledge and understanding of the Early Learning Goals. This is part of an ongoing training programme within the Asquith setting.

Complaints since the last inspection

Since registration there has been one complaint relating to National Standard 3 Care, Learning and Play. The complaint was made on 27/08/2004 and related to the standard of care for babies.

Ofsted required the provider to investigate. Asquith Nursery provided Ofsted with a comprehensive response, showing details of how children's needs are met. The provider remains qualified for 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.

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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):

- improve children's safety by ensuring risk assessments include the planning of areas that are accessed by all age groups
- ensure as far as possible, that the younger children have consistent carers and that their individual needs are met in relation to sleep and meal time preferences

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 staff working with the funded children have a secure understanding of how children learn and plan activities to excite and promote children's all round development
- review monitoring systems to ensure staff provide children with a stimulating range of experiences which enhance 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