



Asquith Nursery - Southborough Common

Inspection report for early years provision

Unique Reference Number	EY283891
Inspection date	15 December 2005
Inspector	Melissa Tickner
Setting Address	Church Road, Southborough, Tunbridge Wells, Kent, TN4 0RU
Telephone number	01892 518 272
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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 good.

WHAT SORT OF SETTING IS IT?

Asquith Nursery opened in 1997 and has been under Asquith Court Nurseries Ltd since 2004. It operates from 3 rooms in a converted church school building in Southborough, Kent. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, 5 days a week, 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 91 children aged from 3 months to under 5 years on roll. Of

these, 32 children receive funding for nursery education. Children come from the local catchment area. The nursery supports children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 12 staff. There are 9 staff, including the manager, who hold appropriate early years qualifications. There is 1 staff member working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a clear understanding about keeping themselves healthy. They enjoy a range of healthy snacks mid-morning and afternoon such as fresh and dried fruit. Meal and snack times are social occasions, with staff supporting children closely. They eat healthy cooked meals cooked on site, such as tomato soup and bread with fresh fruit and home made cake to follow. They drink milk or water at snack time and are able to access water to drink at other times, either independently or with supervision, depending on the age of the child. Staff are aware of catering for children with dietary requirements and the system of recording dietary needs is appropriate. Children have clearly labelled place mats to identify any dietary requirements or allergies, which helps ensure all staff are aware and thorough systems are in place to reduce the risk to children.

Babies needs are met well as they are fed, changed and have rests as appropriate. There are clear procedures in place for meeting their routines and staff adopt positive practices. For example, there are safe and hygienic procedures for nappy changing and bottle warming, individual bed linen is used for babies and their sleep and feed routines are met appropriately. Their preferences for comforters are clearly recorded above their cots to help ensure children can settle at sleep time. Toddlers are encouraged to nap and rest after lunch and have use of individual sleep mats for this.

Children are taught about good hygiene practices and are encouraged to wash their hands regularly. This is well reinforced by staff and as a result children understand when and why they need to wash their hands. Staff maintain a clean and hygienic environment through positive practices such as use of anti-bacterial sprays, gloves and aprons. They are quick to replace or wash any items that fall on the floor such as cups or cutlery. Children use paper towels and liquid soap for hand washing and have use of clean individual bed linen and face flannels on a daily basis. These aspects help maintain children's health and avoid the spread of infection. Staff have clear systems for dealing with and recording accidents, medication and illness. There is a high level of first aid trained staff, ensuring that children can be cared for quickly and appropriately should an emergency arise.

Children of all ages have regular supervised access to the outdoor play and local surrounding areas which allows them opportunities for physical play, fresh air and use of outdoor toys and play equipment. As a result, children are developing an understanding that physical exercise helps contribute to being healthy and funded

children are able to make progress towards this area of learning.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and extremely welcoming environment which provides sufficient space for most areas of play. The baby room is very well organised, offering them a welcoming, child-orientated environment. A good range of toys are accessible at a low level and photographs of themselves and posters are displayed, with colourful mobiles hanging around the nursery. This helps to provide a warm, welcoming and stimulating environment and encourages children to feel safe and secure. Children of all ages are offered a good range of age-appropriate toys, many of which are accessible at their level to encourage them to make choices independently. Some resources and equipment in the pre-school room however are in poor condition and not maintained to a high standard. Children's work is displayed to create a child-friendly environment, and appropriate child-sized furniture is used throughout the nursery.

Children are kept safe through positive practices maintained by staff. They regularly promote these in practice with children, encouraging them to take care of themselves and be careful. For example, a staff member is quick to notice that spilt sand on the floor poses a potential slipping hazard and talks about this with children, encouraging them to help sweep it up. They also encourage children to be careful when using ride on toys outdoors. Security is extremely well maintained with a buzzer and video monitor entry system. Visitors not recognised are challenged at all times and there are clear procedures in place for the collection of children. Staff supervise and support children extremely well during their activities, ensuring their safety whilst also allowing them time and freedom to play and explore independently. These aspects help ensure they are kept safe whilst at the nursery.

Risk assessments are in place, and a clear safety monitoring system is completed on a daily basis, to ensure all aspects of the nursery are checked for safety thoroughly. All staff are involved in this to ensure they are familiar with risks and understand their responsibilities. Children are kept safe through staffs clear awareness of child protection issues and procedures. Staff are clear in their knowledge of signs and symptoms of abuse and procedures to be followed. This helps to safeguard children's welfare appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well cared for, settled and happy. They play confidently in a busy environment. Staff are extremely welcoming and supportive and help children settle in appropriately. For example, young babies are cuddled and reassured, and staff chat to them about what they are doing. A range of interesting and varied activities are planned and provided for children of all ages. Staff work to the Birth to Three Matters framework to provide activities for the under 3's covering all aspects.

Children of all ages have a good range of quality resources and toys accessible to them. Children's needs are met well and they are encouraged and supported by enthusiastic and caring staff.

Nursery education

The quality of teaching and learning is good. Staff plan activities within all areas of learning and are successfully able to promote this in all activities, whether planned or not. Staff encourage the children and help them make progress. Staff are able to plan according to age and ability as children are grouped during planned activities to help them make progress according to their level. Children are provided with a good range of activities. Staff have displays around the room to remind them of the areas of learning for different activities and how to promote them. Most staff have a good knowledge of the foundation stage and know how to implement it. However, supply staff do not have the same level of knowledge to be able to successfully promote the foundation stage. An effective planning system is in place which all staff are involved in and contribute to. These are currently undergoing review and development. A clear observation and assessment system is in place which works well for staff and supports them in drawing up effective and meaningful plans for children's activities.

Children are making progress in all areas of learning. For example, they contribute with confidence in group situations, one child talks happily about his holiday. Children are developing good levels of independence, they pour their own drinks, use the toilet independently and put their art away in their 'art pocket' unprompted by staff. Children are familiar with numbers and have opportunities to use them. They count together and individually, for example when operating a computer programme. Children are familiar with maths language and plans show children have mathematical opportunities and challenges offered to them. Children are showing an enjoyment of books. Some independently choose to look at a book during free play and all children enjoy story time as a group. Children join in singing with enthusiasm. They are familiar with letter sounds and many are able to carefully write their own names. They have a good range of resources for mark making and labelling is well used throughout the room.

Children have a range of opportunities for exploration - such as water, sand and resources on the nature table to look at. They use resources for technology such as the computer and are able to operate a computer programme and use the mouse. Children enjoy construction activities and they create a large crane and a tall tower. Children learn about the wider society through topics such as 'around the world' and International day, as well as having a variety of resources that reflect the diversity of our society. Children are able to make good progress in creative play. They thoroughly enjoy their singing activities and understand how sounds can be changed. For example, by singing loud, quiet, slow and fast. They enjoy a good range of creative activities such as cutting, colouring and drawing. For example, they enjoy making their own kites. Children enthusiastically enjoy role-play and during the inspection 2 children talk about the picnic they are going on and what they are taking with them.

As a result, children are making good progress at the setting and enjoy and achieve in all activities in which they take part.

Helping children make a positive contribution

The provision is good.

Children's individual care needs are recognised and well met by staff. They are skilled in helping children feel valued, supported and well cared for. As a result, children are developing good levels of confidence and independence and are developing an awareness of the wider society. Knowledgeable SENCO's help ensure that children with special educational needs are supported and have their needs met. Children's spiritual, moral, social and cultural development is fostered. Children are extremely well settled and are developing good relationships with their peers and staff.

Children's behaviour is good. They are valued and encouraged as individuals and are praised when they do something well. Staff manage children's behaviour well according to their age group. Children know to share and take turns and are encouraged to use good manners. Several older children say 'excuse me please' unprompted when they wish to speak to staff. Methods used by staff for managing children's behaviour are effective and work well in practice. These include using distraction, praise, and talking to children at their level. This contributes to helping children feel secure and understand the behaviour rules of the setting.

Partnership with parents is good. Staff work closely with parents regarding their children's care and education and have fostered good working relationships. Staff provide a good range of information for parents including daily discussions, a notice board with a range of information, newsletters and parents evenings. A greater range of information could be provided for parents regarding the foundation stage of education. Systems to work with parents are effective and help to keep them informed about their children's care and education.

Organisation

The organisation is good.

The organisation of the nursery is effective and productive. A well organised set of documentation is in place and staff are clear on their roles and responsibilities. Staff are clear on the required ratios and ensure these are met at all times. Children of all age groups are well supervised and supported. These aspects help contribute to the smooth running of the nursery. There are clear systems in place for recruitment and vetting of staff and inductions for new staff. The setting is aware of its responsibility to notify Ofsted of any changes and have also kept parents updated of recent staff changes on their notice board.

Leadership and management is good. Staff have a clear vision for the nursery and take on board changes to develop and improve the nursery. For example, new planning systems have been implemented and successfully put in place, different aspects to develop and improve are discussed at staff meetings, the manager completes observations to assess improvements needed and staff personal development plans are completed. Outside agencies are also worked with to take on new ideas and ways to develop and improve. Staff are encouraged to attend training

regularly and feel supported in their roles. As a result, the nursery is well supported, led and managed, which enables them to make relevant and appropriate changes and progress. The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

At the last inspection in September 2004, one recommendation was set relating to hygiene procedures. Staff have taken positive steps to ensure basic hygiene procedures are followed and all staff are aware of them. Hygiene issues are discussed during staff meetings and staff are aware of the procedures to be followed. Procedure notices are posted in appropriate areas such as the nappy changing area. During the inspection staff follow good hygiene procedures such as wearing aprons and gloves for changing nappies, aprons for serving food and use of antibacterial spray to keep the risk of infection down. As a result, children are cared for in an environment where hygiene and cleanliness are given a high priority.

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.

A complaint was made to the nursery in October 2005 relating to behaviour management. An internal investigation took place. Appropriate action was taken and a record of this complaint is held on site.

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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 children's resources, toys and equipment are well presented and in good condition

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 and improve methods to ensure all supply staff are clear and knowledgeable on the foundation stage of education
- build and expand on the range of information provided for parents regarding the foundation stage.

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