



Asquith Nursery - Bushy Park

Inspection report for early years provision

Unique Reference Number	EY291457
Inspection date	13 January 2006
Inspector	Lindsay Ann Farenden
Setting Address	Church Grove, Kingston upon Thames, Surrey, KT1 4AL
Telephone number	0208 614 8044
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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 - Bushy Park is run by Asquith Court Nurseries Ltd. The nursery is in a converted church. There are 3 play rooms for toddlers and children and a separate area for babies. There is an enclosed garden for outside play. The nursery is open from 08.00 until 18.00, 5 days a week for 51 weeks a year.

The nursery cares for a maximum for 64 children under 5 years at any one time. Of the 95 children on roll, 19 receive funded nursery education. Most children live in the

local area. The group supports some children who speak English as an additional language.

There are 14 full time staff who work with children. Over half of the staff have an early years qualification. The setting receives support from the early years department from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment and maintain good health because staff follow highly effective procedures and practices which meet children's physical, nutritional and health needs. Children wash their hands as part of every day routines, such as before eating and after using the toilet. Older children know they wash their hands to make them clean and stop germs. Good procedures such as, staff consistently wearing disposable gloves for nappy changing and when serving foods, ensures children's safety and avoids the risk of cross infection.

Children receive very nutritious snacks and meals which help them develop healthy eating habits from a young age. They enjoy fruit and vegetables each day and foods are freshly cooked on the premises. Staff work closely with parents to ensure children's special dietary requirements are known. These are taken into account when planning and preparing food. There are excellent lunch time arrangements which enable older children to serve themselves. This helps to develop children's independence and allows them to make healthy choices, from a wide range of well balanced foods. Meal times are a sociable occasion in which children learn good table manners. Children are provided with ample drinks to ensure they do not get thirsty or dehydrated.

Babies feeding needs are met very well. Staff work closely with the parents to ensure babies feeding routines and dietary needs are met. Babies are encouraged to taste a variety of freshly pureed foods, such as sweet potato and pea, parsnip and red pepper. This ensures babies are kept healthy. For their comfort, babies are cuddled and talked to as they are being bottle fed. Parents are informed of babies food intakes, which ensures continuity of care.

Children develop a very positive attitude to physical exercise from stimulating indoor and outdoor experiences. They enjoy playing in the garden, where they run and chase each other, play ball games and manoeuvre bikes around. They use large equipment well, climbing up the frames and then moving down the slide. Older children delight in the challenge of a balancing activity, which they tackle enthusiastically.

Children benefit from sports sessions each week, where they jump in and out of hoops and manoeuvre around posts and obstacles to music. Children thoroughly enjoy dancing and singing action games to music. This helps them to learn to move their bodies to the rhythm of music. All children are able to rest and be active

according to their needs.

Children have plenty of opportunities to develop their hand and eye co-ordination, whilst undertaking a wide variety of activities. For example, catching bubbles and popping them with their fingers, pouring sand and water, building with construction resources, threading and cutting with scissors.

Staff provide babies with lots of opportunities to move around on a large comfortable carpeted floor. They crawl, roll and pull themselves along on their tummies to reach toys. They lift themselves up to standing position using appropriate furniture and play equipment. All of which helps them learn control of their bodies and gain physical skills. Babies benefit from opportunities to play in the garden during the summer.

Children's health and welfare are protected well, because a number of staff are first aid trained. This means children are safeguarded in the event of an accident. For continuity of care parents are notified of any accidents. Parents provide appropriate consents in relation to medication and emergency treatment, for their children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's risk to accidental injury is minimised because staff are vigilant and use risk assessments to reduce potential hazards. Security arrangements ensure that children are kept safe. There is a video intercom entry system with TV screens, so all parents and visitors are identified prior to gaining access to the nursery. Staff organise themselves well so children can be supervised at all times. To ensure children's safety, staff do head counts before children go out in the garden and when they return inside. Children are kept safe on outings because staff follow appropriate procedures of high staff to child ratios. Staff encourage children to develop an awareness of keeping themselves safe. For example, they remind them not to run indoors and to hold on when using climbing equipment.

Children have access to a wide range of toys, which are safe, of good quality and developmentally appropriate. These are well organised so that children are able to make independent choices. Furniture and equipment provided is age appropriate and encourages children's development. For example, children benefit from a good range of child sized tables and chairs to allow them to play and eat in groups. Cushions and supporting rings enable babies to sit with support and they crawl in comfort on a large carpeted area.

Children are safeguarded well due to staff's awareness and understanding of the detailed child protection. This gives priority to children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

All children arrive happy and eager to participate. Younger children are helped to settle by staff who are sensitive towards their individual needs. Children move

straight into the resources and play with them happily, eager to initiate play and link up with friends. Staff are welcoming to parents and greet children with smiles and positive comments. Close and caring relationships increase children's sense of trust and help them develop self esteem.

The organisation of the resources is good and children move around them freely. This encourages children to independently choose play toys and activities themselves and explore through play at their own pace. Staff successfully link their understanding of Birth to Three Matters to provide good quality care and learning for children under three years.

Children enjoy being creative, they explore the feel of paint on their feet and hands and make prints with them. Other activities children experience include, painting with brushes, moulding play dough, cold cooking activities, and using construction resources to represent objects of their choice. Children enjoy mark making with pencils and crayons freely on a large paper area at the table.

Children enthusiastically join in music sessions using various props. For example, children wave coloured ribbons and dance to music. Children are then asked to put their ribbon down and then later collect the same colour ribbon they had before. This helps children to match and learn colours in a fun way. To help children learn staff ask questions as they play. For example, whilst children played with ice cubes, staff asked children if they are cold or hot, talked to them about the cubes getting smaller as they melted and then becoming water.

Children enjoy playing imaginatively together, making each other cups of tea and playing with dolls, however, the home corners are not well resourced, to help children extend their imaginative play. Children like listening to stories and looking at books with staff in small groups and on an individual basis. This encourages children's interest in books and communication and language skills.

Babies benefit from planning based on observations of them, to ensure their developmental needs and interests are met. They have lots of opportunities to play with a very varied range of toys and natural resources. They use these to explore colours and sounds. They enjoy splashing their hands in trays of shallow water. They like feeling sand as staff pour it gently on their hands. They use spades to dig and push toys cars through the sand. Babies benefit from the excellent attention staff give them. Staff play with the children constantly and babies respond with lots of smiles, gurgling and eye contact.

Nursery Education

Teaching and learning is good. Children enter the nursery happily and are eager to learn. They make independent choices and develop good self care skills through everyday routines. For example, putting on their own aprons before water play and taking off their own coats. Children are learning about controlling their own bodies, as they confidently help themselves to drinks during the day, when they are thirsty.

Children use language well to express themselves and to link up and play with others. They enjoy looking at books and having stories read to them. Children's table

mats and drawers are labelled with their names and children are able to recognise their own name in print. Children are introduced to the sounds of letters, as staff talk to them about objects, which begin with letters of the alphabet. More able children are keen to recite and name letters they recognise.

Children enjoy mark making and practising their writing skills at the table provided with writing materials. They are able to form recognisable letters and a few older children are able to write their name. However, children generally do not have opportunities to write for a variety of purposes within every day play.

Children enjoy learning about size, shape and colour through everyday play and games. For example, they collect cones the same colour as the hoops and put them in the circle of the right colour hoop. Children cut out shapes and name them, as they stick them on paper. Children are able to recognise numbers in sequence from 1 to 12 and more able children are able to count to 18. Children understand the concept of simple addition, when they hold up three fingers, they know that one more makes four. At lunchtime staff provide good opportunities for children to count in every day situations. For example, children count how many of them are sitting at the table, then count the number of plates and cups needed. They are able to work out which shapes fit into wooden puzzles and make constructions out of play resources and recyclable materials. Children enjoy playing with sand and water using different size containers, which encourages their awareness of capacity and volume.

Children learn a sense of time when they grow plants. For example, children planted beans in soil and a clear plastic cup, so they could see how plants grow. They have opportunities to dig in the garden and enjoy filling up flower pots, pretending they are planting seeds. They are fascinated by changes as they play with ice and watch it melt. Children learn about the change of seasons and are aware that they wear their coats because it is winter and cold outside. They learn about the stars and planets by looking through a telescope and talking about what they see. When farm animals visited the nursery, children enjoyed touching and seeing real animals. Children have opportunities to use the computer, through weekly computer sessions. They learn about how things work by taking pictures with a camera and using some programmable toys. Children learn about their own and other beliefs through meaningful activities relating to cultural celebrations.

Children's creative activities are enhanced through moving their bodies to music and when doing action songs. They enjoy taking part in art activities, such as paints, using glue sticks to make pictures and experimenting with different textures such as corn flour. Children enjoy playing imaginatively, such as bathing dolls, although the role play area is not fully utilised in order for children to extend their imaginations.

Staff use past nursery progress reports and work closely with parents to identify children's skills, needs and abilities. They build on this information to achieve as much as possible. Staff are well organised. They deploy themselves well so that children are encouraged to freely initiate their own play and games. This ensures children make good progress in their learning. Staff are committed to supporting children in their learning and use very effective questioning and take every opportunity to extend children's thinking in every day play situations. They work well together creating a well organised play environment in which children feel secure,

happy and motivated. This ensures children remain enthusiastic and eager to learn.

Staff have a good knowledge of the Foundation Stage curriculum and effectively plan a varied programme to encourage children's development in all areas. They are aware of children's individual progress through observation and recording children's achievements. They use this information to plan experiences that ensure children are fully challenged and able to take the next step in their learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality and the family context of each child. Children develop positive attitudes to others through celebrating various cultural festivals and events. Resources which promote images of culture and gender are used in everyday play, which help children learn about diversity. Children learning English as an additional language are fully included. The staff are sensitive to their needs and offer them lots of good support. Children enjoy learning French in an informal manner through songs and colouring activities. Sessions from outside specialist teachers, give children opportunities to meet other people from outside the nursery. Children are rarely taken on outings, so have few opportunities to explore and develop an awareness of their local community in this way on a regular basis. Spiritual, moral, social and culture development is fostered.

Children's behaviour is managed well by staff, who ensure children understand the rules of the nursery, through positive language and effective role modelling. Children behave well, they take turns when playing group games and share resources with each other. Staff increase children's awareness of right and wrong, by giving them gentle reminders. For example, please do not put the water on the floor or your feet will get wet. To encourage good behaviour, staff constantly praise children when they behave well and for their achievements.

Although there are no children with special needs currently being cared for. There is one designated member of staff who has undertaken training in this area and good procedures are in place to support children with special needs.

The partnership with parents is good. Children benefit from the positive partnership staff have developed with parents. Staff actively seek information from parents about their children's needs, abilities and routines, when they first start at the nursery. This helps to ensure children's needs are met and babies home routines are followed. A good two way flow of information ensures parents are aware of children's routines and achievements. Activity plans and good information are displayed for parents about the Foundation Stage of learning. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning. There are both formal and informal systems in place for parents to share information about children's individual progress and development. Parents are invited to parents' evening and receive progress reports on their children twice a year. Notice boards in the hallway and outside each of the children's group rooms, keep parents well informed of activities, menus, policies and procedures. Parents receive regular

newsletters to keep them informed of events at the nursery.

Organisation

The organisation is good.

Children are relaxed and at ease within the well organised environment. This gives them confidence to select activities and resources independently and to extend their own play and learning. Children's work is displayed throughout the nursery, which shows that staff value their contributions and efforts. Most resources are well presented and good use is made of space.

Staff effectively use policies and procedures to promote the welfare, safety and well-being of the children. Safety and hygiene are strong areas, which ensures children are kept safe and remain healthy. Documentation is well maintained and there are good systems to share written information with parents. Good recruitment procedures are in place, which ensure staff undergo checks to determine their suitability to work with children. New staff undertake a good induction programme to ensure they are aware of procedures and are able to meet the children's needs and routines.

The staffing rotas are well maintained and staff are employed effectively throughout the nursery. This provides good consistency of care for the children. Staff attend regular in house training. More recently staff have adapted the planning to include Birth to Three Matters framework, and as a result children of all ages undertake age appropriate activities, based upon their age and ability. Staff record children's achievement and compile reports to share with parents.

Leadership and management is good. The manager is a strong role model and ensures that staff working with older children have a sound awareness of the Foundation Stage curriculum. Planning is based on observations of what children already know, so they are fully challenged and move onto the next stage of learning. The manager has a clear awareness of how the nursery runs and takes responsibility to ensure staff provide a stimulating environment for children. She evaluates teaching effectively through daily observations of the staff team and close monitoring of the activity plans. There are regular opportunities for the staff team to meet, to share ideas and suggestions for planning and to discuss continual improvements of the care and education of the children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

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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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):

- develop role play areas to extend children's imaginative play

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):

- provide children with more opportunities to write for a variety of purposes, during every day play

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