



Sudbrook School

Inspection report for early years provision

Unique Reference Number	EY290818
Inspection date	20 January 2006
Inspector	Jane Nelson
Setting Address	The Village Hall, Bute Avenue, Richmond, Surrey, TW10 7AX
Telephone number	0208 940 7021
E-mail	
Registered person	Jacqueline Mitchell & Joanne Jotischky
Type of inspection	Integrated
Type of care	Sessional 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?

Sudbrook School has been registered for many years. The current owners completed registration in 2004. The setting operates from a village hall in Petersham, Surrey, with the use of two rooms, a large central hall, kitchen, office, lobby and cloakrooms. There is access to a secure enclosed outdoor play area.

A maximum of 45 children aged between 2 to under 5 years may attend the setting at

any one time. The setting operates Monday to Friday from 09.00 to 12.00 during term time. There are currently 28 children aged from 2 to under 5 years on roll. Of these 15 children receive funding for nursery education. Children from the local community attend the setting.

The setting currently supports a number of children who speak English as an additional language. There are currently no children with special needs attending, plans are in place to meet any special needs if required.

The setting employs 9 staff, 6 of whom, including the proprietor hold appropriate early years qualifications. There are 8 staff who work on a sessional basis. The setting receives support from the local Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is promoted well through good opportunities for physical exercise and activity indoors and walks outside. They enjoy playing ring games in the hall and navigating when riding bikes and steering the pedal car. They have opportunities to climb, move under, over and through equipment.

Children have access to regular drinks and enjoy a healthy snack. They can help themselves to drinking water through out the session. They have milk or water with their daily snack of fresh fruit, which encourages their awareness of healthy eating.

Children learn about good health through experiences such as visits from the dental hygienist. They follow good hygiene practices when washing their hands in the bathroom and using the electric hand driers, after using the toilet and before eating. They know they need to do this because germs can get on their hands. Communal bowls of water and towels, in the play rooms are used by children to wash their hands after activities. This provides opportunities for infection to spread. Children's health is not fully protected as not all accident records are signed by parents and not all parents consent is in place for emergency medical treatment. The setting's policy of not caring for sick children means that the risk of infection to children is minimised.

Nursery education:

Funded children are using their bodies to explore space and they enjoy physical play on a daily basis. They are developing large physical skills as they run, and jump with their feet wide apart and close together during play in the hall, using a hopscotch mat, they enjoy chasing each other around the ring during a ring game, and roll, throw and catch balls in the hall. Children have access to an enclosed out door area at the rear of the premises. The outdoor curriculum is not yet fully developed to meet all areas of learning consistently throughout the year.

Children have many good opportunities to develop fine motor skills as they use equipment such as rolling pins, cutters and plastic knives and try to open small

padlocks with keys. They use pencils and scissors confidently and paint with brushes of different widths and sizes, selecting fine brushes for painting vegetables from still life. They learn to dress independently, when for example, putting on and taking off their button up smocks, at the beginning and end of sessions

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and welcoming environment where they are well supervised by staff. Space is organised well to meet children's needs and provide space for them to play, move around and use play materials safely. Children have access to a good selection of play equipment and materials which are in good condition and stored safely meaning that they can access these independently and play safely. There is ample furniture for children to play, eat and relax in safety

Staff are well deployed and clear about their roles, which means that children are well supervised. The clear procedure, of a member of staff monitoring the door and admitting parents and carers, during children's arrival and departure ensures their safety. Risk assessments are used well to identify any potential hazards and reduce risk. Children are learning to take responsibility for their own safety by being reminded to be careful when moving, using equipment and playing. Children building with bricks are reminded the tower might fall. Staff are vigilant when supervising younger children at snack time, for example, children are reminded to chew thoroughly before swallowing fruit.

Children's welfare is protected by staff's understanding of child protection issues and clear procedures being in place, detailing action to take if there are concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure in the setting. They separate well from parents and carers and are pleased to see staff and their friends when they arrive at the setting. They enjoy a good range of well planned, interesting experiences and activities, such as weekly cooking, dance and drama sessions. Children have access to a stimulating, well organised and child centred environment, where they can access play materials independently.

Younger children, who are new to the setting, are settling well. They soon become involved in activities such as making French bread pizza and enjoy smelling the cheese as they grate it to put on their pizzas. Children are well supported in their play by good interaction with staff, for example, children are engrossed in listening to a story in the book area. They sit close to a member of staff, who uses questions well to encourage their language and involves children by asking them to turn the pages. Young children's imagination is encouraged well by, for example, a large cardboard box being set out in one area of the room with material, cups and saucers and dolls. Three children enjoy playing in the box and talking about their 'babies'.

Nursery Education:

The quality of teaching and learning is good. Staff have a sound understanding of the foundation stage demonstrated by their organisation and presentation of activities, experiences and play materials to the children. Children are supported well in their learning through good interaction with staff. Language, questioning and praise are used well to encourage children's learning. Children's development is recorded adequately and used to identify when children need support.

Children socialise and work well together during activities, such as, building with large wooden blocks and making birthday cakes and bird's nests with play dough. Children help each other with tasks, for example, one child showing another how to thread wooden shapes onto a pole. They are learning to express their feelings through, discussion at circle time about why someone might not be kind and saying what they do and don't like.

Children have good opportunities to recognise letters and their names through displays, books and their name labels. They talk about the letters in their names. Writing materials are easily accessible and well used by children who help themselves to pencils and paper and draw recognisable pictures. New words are introduced in familiar contexts, such as children learning zucchini is another word for courgette during a cooking activity. Books are easily accessible to children and they look at them independently. Children are learning about the format of books, during discussion about a book brought in by a child from home, which he described as 'it only has writing no pictures'. They interact very well with each other and chat as they play. Children are gaining confidence in speaking in small groups, when talking during circle time.

Children use numbers confidently, for example counting the number of names they have, and responding when a member of staff counts and says 'will I see you all sitting in a circle when I open my eyes?'. They have lots of opportunities to recognise numbers from a child height display, books, matching figures to the corresponding number of cubes and discussion about less and more. Children learn simple mathematical concepts when singing number rhymes such as 8 little speckled frogs.

Children have good opportunities to explore creative materials through, painting, play dough and collage activities. They are able to construct with a range of equipment such as boxes, wooden bricks and duplo. They use their imagination when building aeroplanes with duplo and talk about 'flying' and 'crashing'. Children have opportunities to enjoy music daily and during planned weekly music sessions. They enjoy singing 'this old man', and they march in time, using drums to beat the rhythm. Children learn about colour and texture when looking at winter vegetables, drawing round them and painting the shapes.

Children are gaining understanding of the world around them as they observe natural materials such as a birds nest and tree bark. Staff talk about a recent nature walk when children looked at birds and trees. They learn about differences through celebrating an 'International Day' and having access to materials such as books, that reflect diversity. Children have good opportunities to share their own lives through taking the Sudbrook Bear home to stay for a weekend or during holidays. They keep

a diary, and take photographs of what the bear did during his stay with them.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met, as staff know the children very well and have good communication with their parents and carers. Children have good opportunities to develop confidence, independence and self esteem as they make choices about what to play with from a range of activities and play materials. They are able to sit quietly in the book area if they choose to.

Children are encouraged to take the Sudbrook Bear home for a weekend or during holidays, and complete a diary with photographs showing what happened while he was with them. This encourages children's self esteem and good communication between home and the setting. Children have access to adequate resources, such as, books that reflect diversity and learn simple words in French during regular language sessions. They celebrate 'International Day' by staff and children dressing in national costumes and taste different foods during cooking activities. Children have opportunities to talk about their feelings during discussions at circle times when they are also encouraged to listen to each other. This positive approach fosters children's spiritual, moral, social and cultural development.

There are no children currently attending the setting with special needs. Plans are in place to meet any special needs that are required.

The partnership with parents is good. Parents speak highly of the setting and praise staff. They say their children are happy and eager to come to the setting. Parents feel their children are learning well, they spoke of words they were not aware their child knew and how children are learning to write their names. They are kept well informed about what children do at the setting which enables them to continue their child's learning at home. Parents are encouraged to participate in weekly cooking sessions and events such as sports day and a teddy bear's picnic.

Organisation

The organisation is good.

The leadership and management of the setting is good. The joint proprietors have clear roles within the setting which helps staff feel secure and supported. They are well organised and make sure the setting is well resourced with good quality play materials and equipment. They keep up to date with developments in childcare and changes in legislation through good support from the local Early Years development workers. Regular staff meetings and staff appraisals are held. Staff have good access to training to increase and update their knowledge through the Early Years Development Partnership. Written documentation is well organised, although some lacks all the necessary detail. 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 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):

- make sure all accident reports are signed by parents and all parents consent obtained for emergency medical treatment
- make sure all hand washing procedures follow good hygiene practice and limit the risk of infection

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 the development of the outdoor curriculum

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