



Tadpoles Nursery School

Inspection report for early years provision

Unique Reference Number	105738
Inspection date	26 January 2006
Inspector	Gillian Cubitt
Setting Address	Park Walk Primary School, Park Walk, London, SW10 0AY
Telephone number	020 7352 9757/ Eveni
E-mail	mrs_tadpol2000@hotmail.com
Registered person	Charlotte Dimpfl
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?

Tadpoles Nursery School registered in 1993. The nursery is based in a school building in Chelsea. It operates from a hall and three rooms. All children share access to an enclosed outdoor play area. A maximum of 58 children may attend the nursery at any one time. The nursery is open each weekday during school term times. It is open Monday to Friday from 09:30 to 15:00 and on Friday from 09:30 to 12:30. Children attend for a variety of sessions.

There are currently 87 children from 2.5 years old to under 5 years old on roll. Of these, 53 receive funding for nursery education. The nursery currently supports a number of children who speak English as an additional language.

There are 12 staff members who work with the children. All of the staff, including the manager hold appropriate early years qualifications. Two members of staff are working towards a higher qualification in childcare and management and two staff are participating in the Effective Early Learning Programme.

The setting focuses on providing care and learning based on Montessori and other principals.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health and physical wellbeing. They know that they have to wrap up warm before bracing the cold weather when going outside. They develop control of their bodies through a variety of physical activities. They use equipment such as beams for balancing, slides and wheeled toys. Children run, jump and skip; they play with balls and hoops in their vigorous exercise.

Children glow with rosy faces when they return to the warmth of their rooms. They independently go to the cloakrooms to wash their hands and they know the reasons why clean hands are important; especially after stroking the rabbit. They pump the antibacterial soap on to their hands before rinsing them under the warm water. Children proudly show staff their dirt-free hands before they sit for snacks. These are presented in an appetising way as staff display the wide selection of fruits available, from dried to exotic varieties which parents are happy to provide. Children learn the benefits of eating healthily as staff ask children questions about why fruit is good for them. Children quench their thirst with water which is always available.

Documentation relating to health, such as medication forms, are in place and although staff rarely give medication. Instances when this is required are not always clearly recorded, which could impact on children's health.

Children under three years of age benefit as they have their own cosy room where dedicated staff concentrate on activities that meet their individual needs at their stage of development. Staff are working towards incorporating the framework of Birth to three matters, so that they clearly identify each child's needs in their planning in order to support and nurture children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is secured as staff make good use of the security gate with the

closed circuit TV system to ensure that no unknown persons enter the school grounds. Staff are also aware of hazards and risks in the building and outside. They are vigilant to ensure that gates are closed and the building is in good repair, so that children are able to move and play in areas that are safe. Staff place a high priority in helping children understand how to feel safe, through well thought out procedures throughout the sessions, such as children know that they have to line up before going outside and they learn to put resources away after they have finished with them.

Under the unobtrusive supervision of staff, children independently select activities from a very wide range of good quality resources and equipment which fully meet safety standards. Children benefit as staff have a sound awareness of appropriate types of activities and levels of support, which gives children confidence to try out new skills, set their own limits and to ask for assistance when they need it. This helps children to develop an awareness of what their bodies can do within a safe and controlled environment.

Staff have all the required procedures in place to ensure children's welfare is safeguarded and promoted. For instance, three members of staff hold a current first aid qualification and most have an understanding of child protection procedures. Children are all accustomed to regular fire drill practice as they work closely with the school timetable for fire drills. Accident documentation informs parents of what happened, although staff do not state how the injury was treated.

Children under three are gaining self-assurance through close relationships with dedicated staff. Children are becoming confident in what they can do and they are able to value their own abilities with a supportive environment.

-

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident as they arrive, hang up their coats and quickly settle as they become interested in the wide variety of activities that greet them. Staff spend time before children arrive to set out the rooms, making them bright and inviting. Children see plenty of posters and their own work on the walls and well planned activities where children's creativity and curiosity is promoted. The environment makes them feel welcome and relaxed. All children spend their time purposefully, playing happily by themselves, or co-operatively in group activities, especially when they play outside and during their drama sessions. They gain a great deal from the play materials and books available as staff use their key working system to monitor their own children. They constantly interact with the children and ask them questions to help children think and solve problems.

Children under three years are progressing well as staff are accessing information from the Birth to three matters framework to assist them in their planning and supporting children in their activities. Children are beginning to enjoy imaginative play as they put on animal costumes and pretend to be bunnies, tigers and spotty dogs. Other children enjoy one to one care as they sit in comfort, looking at books with staff

who speak kindly and softly. There are also plenty of opportunities for children to work by themselves constructing with Duplo or playing co-operatively, helping each other to fill up containers with soil.

Nursery Education

The quality of teaching and learning is good. Children are making positive progress in their learning due to staff's sound knowledge of the Curriculum guidance for the foundation stage. Through planning, staff ensure that all the areas of learning are adequately covered. They work together to organise their environment so that each area of learning is represented and children have the opportunity to access resources that help to develop their understanding of their world through the medium of good play opportunities. Children learn to co-operate with each other as they work on a large floor collage depicting their 'building' theme. Children cut shapes and use glue to secure different materials to the buildings in their picture, such as twigs, card, cotton wool plus glitter. They become creative as they put their own interpretation on how the buildings should appear. Staff ask pertinent questions throughout all activities which helps to consolidate children's understanding across the six areas of learning. For instance, they use buildings to investigate shapes and form; children count the houses and begin to know that written numbers mean quantity. They learn about their homes and homes in other countries which gives them an insight as to how other people live. Children relate to books that tell interesting stories about their theme. They know that writing has meaning as they attempt to write their names on their work. Children have every opportunity to use their gross and fine motor skills. Through regular music sessions they learn how to recognise beat and rhythm and they extend their physical skills with their outside activities, such as balancing, skipping and playing with balls. Staff work well as key workers and monitor their individual children well. There is, however, a lack of consistency in recording methods, as each staff has her own system. Notes on children's achievement are not adequately followed by written plans for the children's next steps. This means that a child's flow of learning may be interrupted if a member of staff was absent.

Helping children make a positive contribution

The provision is outstanding.

Children are extremely confident and self-assured as they join their key workers in their set groups. Their independence is growing as they become competent in the things they do, such as looking after their personal needs and dressing themselves before going outside and after swimming sessions. They help themselves to resources and tidy up after they have finished. Children behave very well because they enjoy being part of the nursery. They relate well to their peers and enjoy the ethos of sharing and helping each other, as well as those less fortunate themselves, through their various charity projects. Children are given scope to develop their ideas in their creative work and staff show that children's work is valued by displaying it for parents and children to admire. Children's spiritual, moral, social and cultural development is fostered.

Children attend from different cultures and staff, who also represent varied

nationalities are able to make all children welcome. They converse with children who speak other languages and children enjoy learning French as a planned activity, as well as participating in other languages as part of their every day routines, such as counting in Spanish before they go outside. Through well-planned topics children learn about different cultures and staff maximise upon this, as they draw upon their own experiences, to develop children's own understanding. High quality resources motivate children to use their imaginations to construct, build and create pictures of different homes where they live and learn how other people live in different parts of the world.

Children with special needs are included in every aspect of the nursery. Key staff are trained and ensure that the procedures for identifying children with special educational needs are carefully followed so that children are fully included and supported. Staff make excellent use of the support services available as well as the continued close liaison with parents.

Partnership with parents is good. Parents are made to feel welcome in every way. Staff provide them with a welcome pack which includes their aims in teaching in line with the Curriculum guidance for the foundation stage. Parents are invited to help out at swimming sessions and when children go on outings. Staff also offer parents individual meetings to further discuss their child's progress. There is no current system however of informing parents of complaints.

Organisation

The organisation is good.

Leadership and management are good. All of the staff are qualified and have a sound knowledge and understanding of the Curriculum guidance for the foundation stage. Staff are an enthusiastic team who are committed to providing children with a high standard of care and education. They take an interest in new projects such as Early Effective Learning and involve the Early Years advisers when they need support. Children work in set groups with their key worker who plans a variety of activities, ensuring that children receive a balanced curriculum. Staff make effective use of available space, both inside and out to display a wide range of resources that stimulate children's curiosity and interest. Children benefit as they have a constant change of resources as well as set weekly activities which children look forward to, such as drama and music sessions.

Staff meetings are organised each week, so staff can develop a cohesive plan that incorporates all areas of learning. Staff have developed a new system which ensures that they all follow the same planning. At present however, staff tend to use their own individual methods of observations and recording children's progress. This does not always support children's continuity in education, as observations are not always followed through with notes on the children's next steps towards the early learning goals.

Procedures and documentation to promote children's safety and well being is in place and generally well-maintained. Systems for recording medication, accidents and incidents however are due for review and updating in line with legislation.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The last Children Act inspection recommended that the nursery should improve their method of risk assessments to ensure that the premises are maintained in a suitable state of repair to ensure the safety of the children whilst on the premises. They were also asked to ensure that the daily attendance records included information such as the times children were present.

The nursery has made significant improvements which ensure the children are safe whilst on the premises. Regular risk assessments are being carried out and staff are vigilant about reporting areas of hazards within the building. Staff now keep a clear register of attendance, noting the time when children arrive and leave, if it changes from the daily routine. This ensures staff can be sure of children's whereabouts at all times.

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 have been no complaints made to Ofsted since the last inspection.

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 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):

- review accident, incident and medication recording procedures to ensure that the correct procedures are followed
- update the complaints procedure and maintain a record of complaints that is available for parents and Ofsted

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 with developing staff's knowledge of the foundation stage so that notes on observations made, link to children's next steps in their learning towards the early learning goals

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