



## **Zebedee Nursery School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY307253
<b>Inspection date</b>	11 May 2006
<b>Inspector</b>	Linda Close

<b>Setting Address</b>	Sullivan Hall, 4 Parsons Green, London, SW6 4TN
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<b>Telephone number</b>	020 7371 9224
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**E-mail**

<b>Registered person</b>	Susan Patricia Gahan
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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](http://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 inadequate - notice of action to improve. The registered person does not meet 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?

Zebedee Nursery School was been running in this location since 1994. The name of the registered owner changed in 2004. The nursery provides sessional care and full day care for children aged from two to under five years of age. There were 34 children present at the time of this inspection. The school is affiliated to St Dionis, the Church of England parish in which it is located in the Parsons Green area of south

west London. The local authority is Hammersmith and Fulham. The premises used by the school include an office, toilet facilities, a main hall and a smaller classroom all of which are at ground floor level. There is a small garden at the front of the main church entrance which is a very short walk from the church hall.

A morning nursery school for children aged three years to under five years runs from 09:00 to 12:10 every weekday. Older children may stay for lunch and remain for the afternoon session on two days each week. Afternoon sessions from 13:30 to 15:30 are also available for children aged from two years to three years of age from Monday to Thursday inclusive. Zebedee Nursery School operates during school term times only. The nursery is in receipt of nursery education grant funding for three and four year old children. There are currently 45 children on roll in total and 34 are in receipt of the grant. None of the children currently on roll has identified special educational needs. There are 4 children who are learning English as an additional language. More than 50% of the staff are appropriately qualified. The provider has appropriate qualifications and she is studying for a further qualification in early years education.

The nursery subscribes to some aspects of the Montessori philosophy of education woven in with traditional teaching methods and learning through play. Children have lessons in music and dance with visiting teachers each week.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is safeguarded well in many respects although an aspect of good hygiene has been overlooked. Children are well cared for if they have an accident because there is always a member of staff present who has a relevant first aid qualification. Medication is only given with written instructions and permission from parents. Medication is carefully stored out of reach of the children. Parents are aware of the need to keep children away from the nursery if they are unwell to prevent the unnecessary spread of infection. Paper towels are used to prevent cross-infection. Children learn the importance of good hygiene through discussion with staff. They wash their hands after using the toilet and before sitting down for snack and lunch. However, the children sit on the floor in the toilet area after they have washed their hands to wait until all are ready to return to the hall which contaminates their hands before eating.

Children have free access to drinking water at all times which is beneficial to their health. Kitchen space is very limited but all children's meals are brought from home and they are not prepared in the kitchen. Staff ensure that left over food is repacked into children's lunchboxes so that parents know how much their child has eaten. Children enjoy healthy snacks every day and the range provided includes fresh fruit, breadsticks and raisins. Children are not given food that does not agree with them because all staff are aware of allergies and parental preferences. Some staff encourage children to develop independence at snack time although a few members

of staff overlook this aspect of children's learning.

Children enjoy energetic outdoor play in the small garden outside the church nearby. They visit this area on a rota basis. They take part in lively dance activities indoors with a visiting teacher. They listen well and their response to music is good although the setting staff do not fully support the dance sessions and a few of the younger children do not always understand what is being asked of them. Climbing apparatus is made available indoors and children use it with enthusiasm and growing confidence.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are welcomed into a pleasant, well prepared environment that is made attractive with numerous displays of art work and posters. Children are kept safe in the setting because the doors are kept locked at all times. The nursery has adequate lighting, heating and ventilation for the children's comfort. Children are cared for in a clean environment because staff and cleaners maintain the setting to a good standard. Furniture is the correct size for children to sit in comfort.

There is sufficient space and adequate toilet facilities for the registered numbers. Children's furniture is frequently rearranged by the staff to accommodate the different activities. However, the climbing frame is sometimes placed too close to other furniture for safety. Additionally the children are permitted to climb on the frame dressed in long dressing-up clothes and not all wear suitable shoes for climbing which is unsafe practise. Some children remove their shoes for dance class and they take part in their socks. Consequently some children slip on the smooth floor surface which risks injury. Children can rest quietly and share books with friends and staff members on a carpeted area. The nursery school has a very wide range of good quality toys and resources that are accessible to children and suit the age range attending. Fire exits are kept clear at all times. Children and staff practise fire evacuation on a regular basis so that they know what to do in an emergency. Risk assessments and health and safety checks ensure that no sharp or dangerous objects are accessible to children.

Children are safe in relation to child protections issues. The manager and staff know what may indicate abuse or neglect and they know what steps to take if they should have any concerns for the welfare of the children in their care. A suitable policy is in place for steps to be taken if children are lost. However, the procedure for staff to follow if a child is uncollected lacks detail.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Older and younger children clearly enjoy their time in the nursery school. They enter the setting happily and most find no difficulty in leaving their parents because the staff greet them warmly and reassure them. Staff take a keen interest in what the

children have to say which raises the children's confidence and self-esteem. Staff do not specifically mention the Birth to three matters framework in their planning but in practise all aspects of this framework are supported in the activities provided. The youngest members of the group benefit from attending the quieter session in the afternoons. They thoroughly enjoy both free play and directed group activities with their key workers.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff have attended relevant training to underpin their work with the three and four year olds. Activities are planned to support children's progress in all six areas of learning. Children gain self-assurance from taking a turn at being the special helper for their group. They are helpful at snack time when asked to share out fruit and pour drinks although some staff occasionally overlook the helpers and give out drinks and snacks themselves which is not consistent. Behaviour in the school is good. The children are lively but always polite and responsive. They quickly stop playing when the bell rings for the end of the session. They fold their arms and listen to their teachers well.

Older children find their names easily. The letters of the alphabet are covered systematically over the year and the children are gaining confidence and competence at identifying letters by their shape and sound. Children hold their pencils correctly and make marks firmly. Some children can write their own names without guidance. Children show good listening skills on most occasions. Their attention only wanders in some of the large group activities that are led by one adult, such as dance. The group is too large and the other adults involved do not always offer their full support. However, the children do listen well at story time and circle time.

Children are gaining accuracy and expertise in counting aloud up to and beyond 10. Well prepared activities involve children in counting using real objects and matching objects to figures. They are eager to take a turn at identifying figures in group activities. Staff adjust number activities well to meet the needs of more and less mature children. Worthwhile activities help children to learn about shape, size and quantity. They are gaining an understanding of ordinal number through discussions about the positions of first, second and third.

Varied and interesting topic work extends children's knowledge and understanding of the world around them. They learn about the local area and places of interest in and around London. Children have access to good quality technological resources to support their learning including a tape player and headphones, an interactive white board and a laptop computer. Children learn about the life cycles of animals and about plants and what they need to grow. They also learn about diverse people and cultures. The nursery provides a particularly good range of materials for art and craft activities and many examples of art work are displayed to enhance the nursery environment. Children have some access to paint and other materials for free expression. However, some staff over-direct the children's art work when they are working in their groups which limits children's creativity.

## Helping children make a positive contribution

The provision is good.

Children's ethnic background, language and culture is respected in the setting and is reflected in displays and topic work. Staff provide attractive pictures, resources and activities that help children to accept and understand diversity. Children who speak another language at home are supported well and they are making good progress with their spoken English. There are no children attending the nursery at present who have learning difficulties. However, the provider is well informed about what steps to take if any of the children need extra assistance. The procedure involves bringing in advisors from outside agencies if necessary. The provider devises individual plans when required and works in partnership with parents to support the children and meet their needs.

Staff are good role models. They speak politely and kindly to the children and this encourages the children to speak pleasantly to others. Children's behaviour is discussed with their parents and all adults work together to help the children to make progress. Children are delighted with the awards given to them for behaving well. This positive approach to behaviour management is successful. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff and parents share information about all aspects of care and learning which provides continuity for the children. A wealth of printed information and notices are provided for parents. They are invited to contribute to the life of the nursery through giving their support to charitable fundraising events, helping children with their learning at home and providing treasured items and photographs for each child's 'Special Day'. A file is held in readiness to record complaints although there are none to record.

## **Organisation**

The organisation is inadequate.

The organisation of the setting is inadequate because there are more children attending than the setting is registered for which breaches regulations. Space and toilet facilities are sufficient for the numbers of children for which the setting is registered. The setting does not meet the needs of the range of the children for whom it provides.

All members of staff are checked for their suitability at the time of their employment. New staff do not provide personal care for the children until the checking procedure is completed which contributes to children's safety. Induction procedures are in place and they enable new staff to become familiar with the routines of the nursery school. Each person has a clear understanding of their role and responsibilities which underpins the smooth running of the setting for the children. Useful staff meetings are held every week at a time when no children are present. Staff share new ideas gained from attendance at training courses and they discuss and agree plans for future activities.

Leadership and management are satisfactory in relation to the educational provision for children who are in receipt of nursery education grant funding. Effective

contingency plans ensure that staff ratios are always correct. Staff hold appropriate qualifications and they have attended worthwhile training courses to inform their work with the older members of the group. The provider ensures that children have access to a very good range of resources, toys and equipment that are clean and well maintained. In most respects the resources and space are well organised to meet the children's needs. However, there are a few occasions when grouping and the arrangement of large equipment is inappropriate. The provider ensures that planned activities help children to make progress towards the stepping stones towards all aspects of the early learning goals. She has devised a rota for staff observations of the children which ensures that useful records of progress are compiled. Records are used well to ensure that future activities meet children's needs. Records also allow parents to see how well their children are progressing and enables them to lend their support at home.

Documents and records are all in place according to regulation. However, some detail is missing on the documents relating to complaints and uncollected children.

### **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.

## **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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that the numbers of children present at any one time meets the

conditions of registration

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

### **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 that children's creative work is produced according to their own ideas and not overdirected to meet adults standards
- ensure that children are safe when using the climbing frame and taking part in dance activities and that their enjoyment of music and movement class is not limited by the size of the group

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