



## **Asquith Nursery - Tingley**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY285574
<b>Inspection date</b>	09 February 2006
<b>Inspector</b>	Ingrid Pine
<b>Setting Address</b>	West Lea Park, off Heatherfield Road, Lowry Road, Tingley, Wakefield, West Yorkshire, WF3 1TW
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<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. The registered person meets 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?

Asquith Nursery, Tingley has been registered since 1993 and belongs to a National chain of nurseries. It is a single storey purpose built nursery with outdoor play areas. It is situated in Tingley which is between Wakefield and Leeds, and close to motorway networks. It serves the local community and parents working in surrounding areas.

The setting is registered to care for 78 children. There are 108 children on roll who

come for a variety of sessions. This includes 19 children who receive funded nursery education. The nursery supports children with special educational needs and children with English as an additional language. The setting is open 51 weeks per year from 08.00 to 18.00 Monday to Friday.

There are 23 staff working with the children of whom the majority hold relevant child care qualifications.

The nursery has support from the local authority and belongs to the Leeds Day Nurseries network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are beginning to understand about the importance of good hygiene practices which include cleaning their teeth regularly. Children routinely wash their hands after visiting the toilet. However, the policy for washing hands before eating is variable from room to room. There are excellent nappy changing routines in place. Staff consistently wears appropriate protective clothing and are vigilant at preventing cross contamination. Risk of infection is minimised effectively as the nursery has a comprehensive written sickness policy which is understood well by parents and staff.

Children benefit from an excellent varied diet which has been devised in consultation with a well known children's nutrition expert. The meals provided help to develop children's understanding of healthy eating well. It is well presented and full of fresh ingredients. The menu complies with all dietary needs to ensure that parental wishes are followed and individual needs are met appropriately. Children under two are well nourished. They benefit from the same nutritious menu as older children. All food is blended, pureed or chopped to individual requirements. Some children gain independence in feeding themselves and younger children are supported well. Children are offered choice and good quality snacks.

Children have good opportunities to enjoy outdoor activities which support and help to develop their physical skills. They also thoroughly enjoy the sessions provided by visiting play workers who plan rigorous routines that make children aware of their bodies in a fun and relaxing way. Children are confident in using small equipment, such as cutlery and there is excellent encouragement and support for the younger ones during mealtimes.

Children under two are beginning to benefit from the setting's adoption of the Birth to three matters framework. Babies follow their own personal routines for eating, rest and sleep. Their emotional needs are well met, as there is a key person system in place to ensure that they bond well with a person who is special to them. They enjoy regular physical exercise in a warm and spacious room. There are many resources and activities that promote their development, including activity centres and baby walkers.

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

The provision is satisfactory.

Children are cared for in an appropriate safe and secure environment, minimising risk of accidents. The setting has very good indoor safety and security precautions such as security cameras, buzzers, visitors log book, locked external doors and outside gates.

Rooms are warm and welcoming. They are well organised to allow children freedom and space. Relevant equipment and resources are stored or displayed so that children can freely and safely self-select their own activities and the nursery provides appropriate seating for staff throughout the setting. Staff themselves are vigilant about safety and regular procedures such as risk assessments and evacuation drills are carried out effectively. Children learn about keeping themselves safe through having visits from the Fire Service. Older children successfully recall and re-enact their experiences from this visit in role play. However, staff sometimes miss opportunities to encourage children to develop responsibility for keeping themselves safe for instance, when tidying up or clearing up a broken plate.

Children's welfare is given good priority by the setting and all appropriate and required documentation such as medication and accident records are in place and up to date. The majority of staff have an appropriate valid first aid certificate. Children are protected sufficiently as staff have good general knowledge of child protection procedures. However, only one member of staff has accessed recent training.

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

The provision is satisfactory.

Babies and toddlers are nurtured within their own area. They have good bonds with their key person and communicate their needs well by sounds and gestures. Babies and young children benefit from familiar routines and are confident in their personal abilities. For example, they feed themselves at mealtimes and are able to choose their own activities. Staff provide a good variety of resources for them and they enjoy singing simple songs and rhymes, manipulating shapes into sorters, sharing stories and experiencing different textures such as gloop and water play. Older toddlers and young children are relaxed and happy. They have satisfactory resources and activities to encourage them to be independent and choose for themselves. However, the new planning system at present does not provide sufficient stimulating challenges to encourage them all to experiment, use what they know, learn and develop their skills fully.

The quality of teaching and learning is satisfactory. Staff have sufficient knowledge and understanding of the Foundation Stage and demonstrate a reasonable range of teaching methods. A new system of planning has recently been introduced. This ensures that children's interests are acknowledged. However, there is some lack of understanding of how to plan, provide and use a stimulating environment to challenge and extend children's learning.

Children separate from their main carer with confidence and interact well with their peers and carers. They are confident in their play and readily include others in their enjoyment. They play co-operatively alongside their peers and beginning to understand the concepts of sharing and taking turns. For example, they create and act out their own stories in the home corner, negotiating who is going to be the train driver and discussing what they will do when they arrive at their destination. They have a sense of belonging and demonstrate a sense of pride in their own achievements. For example, staff invite children to be helpers and they eagerly volunteer to help prepare for meal and snack time.

Children understand that print carries meaning. They thoroughly enjoy group story time and spend time on their own, choosing and reading their own books. All children enjoy learning letters and demonstrate very good letter recognition. For example, they clearly identify q for quilt, o for orange and p for pillow. However the presentation of tools and materials for mark making are limited. Therefore, opportunities for children to write for a purpose outside the mark making area are not explored or exploited sufficiently.

Older, more able children are confident in using number, size and shape. Less able children demonstrate a good understanding of these concepts. For example, 3-years olds can differentiate between big and little whilst the more able 4-year olds can go that step further and sort into three categories, small, medium and large. Children enjoy building and constructing and have some opportunities to assemble and join materials. They spend time on the floor with supportive adults, making complicated structures from bricks and learn the techniques of joining paper together with cello tape.

Children explore nature as they look for different shapes in the clouds and learn about their own local community and the wider diverse world through planned outings and visitors to the nursery. They are beginning to explore and investigate how things work. Younger children persist with a calculator until they discover how to turn it on and off and older children discuss the technicalities of how firemen put fires out with water coming from a hose.

Children clearly enjoy singing and know many simple songs from memory. They use their imaginations well in role play and physical activities. They move confidently and safely with control and co-ordination and show a very good awareness of space through planned and spontaneous exercise. They have some opportunities to explore texture and form when taking part in baking activities and produce good examples of drawing and painting pictures but the craft area itself is uninviting. Therefore, children are not sufficiently encouraged to explore rich and exciting creative experiences.

### **Helping children make a positive contribution**

The provision is good.

Children are warmly welcomed into the setting which fosters their sense of security and belonging. Children of all ages and a variety of backgrounds are developing strong friendships and positive attitudes to one another. They have access to a

varied range of resources and positive images that reflect diversity and develop their interest in the natural world well.

Children are very well behaved and respond well to consistent, calm behaviour management strategies. They take turns and show concern for others. Children's spiritual, moral, social and cultural development is encouraged and fostered. Children develop good self esteem as they feel valued and important because staff encourage them to be 'helpers' and take responsibility for some nursery routines. For example, children eagerly volunteer to help with routine tasks such as setting the table for lunch and tea.

Partnership with parents is very good. They are warmly welcomed into the setting and strong relationships are fostered. They receive good information about the nursery and their children's routine from the key workers on a daily basis and are very confident in the care their children receive. Open evenings and parents days ensure that parents feel involved in their children's care and education. They are kept informed of all relevant changes in the development of new strategies for children's learning and their support and interest is valued. Parents of children who receive nursery education are sufficiently informed about the Foundation Stage and the stepping stones towards learning. They are fully included in the recently introduced scheme for linking children's development and education to their own interests. Parents are able to contribute to their children's new development files and individual children's assessments are shared.

Babies and toddlers build strong parental partnerships. They are encouraged to stay with their children until they are confident and settled. Children's individual requirements are discussed thoroughly. Staff seek and record information on children's needs, enabling their individual routines to be followed rigorously.

## **Organisation**

The organisation is satisfactory.

Children are cared for and supported by well qualified staff who are suitable and experienced. There is a thorough induction period which has a positive impact on children's welfare and development. Staff have relevant qualifications and are committed to developing their skills and knowledge through training offered by the parent company.

Children are supported by a good ratio of staff to children. Accommodation is organised well so that children have opportunities for play, rest and sleep. Both the care and education staff are aware of their own responsibilities and roles but organisation, planning of provision and monitoring children's progress and achievements under the new system is not yet fully effective.

The welfare, care and learning of children is promoted well by a range of clear policies and procedures. All are available to parents and they are encouraged to read and discuss them with staff during their children's initial settling in period. Comprehensive documentation is well presented, well thought-out and stored professionally and confidentially.

Leadership and management is satisfactory. Staff work very well together as a team and are able to share in the running and development of the nursery. Staff have regular appraisals and are able to discuss their individual needs in confidence. Organisation of the planning of provision and monitoring children's progress and achievements throughout the setting is not yet fully effective as the new system is not working completely successfully at present. There is no formal corporate evaluation process in place at present to monitor its success. The provision meets the needs of the children who attend.

### **Improvements since the last inspection**

At the last inspection the setting was required to ensure that their complaints policy was displayed and shared with parents; to develop staff's knowledge and understanding of child protection issues and to provide opportunities for children to experience more creative movement.

A copy of the complaints procedure is now displayed on the parents' notice board and is included in policies and procedures that are shared with them. A programme of in-house training has been set up for all staff to access. The setting has successfully organised a play worker to provide regular weekly sessions that develop children's physical skills through movement and exercise.

### **Complaints since the last inspection**

There are no complaints to report.

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**

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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 further the registered person should take account of the following recommendation(s):

- ensure all staff access appropriate child protection training
- ensure children follow effective hand washing routines at all times
- ensure children's records evaluate their development and are used to plan and provide stimulating opportunities and choices that encourage them to use what they know and increase their individual learning appropriately (also applies to nursery education).

### **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 staff have a firm understanding of the Curriculum guidance for the foundation stage
- provide opportunities for children to practice writing and using number for a purpose through every day activities
- develop procedures to evaluate the effectiveness of teaching and planning of the next steps in helping children to make progress.

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](http://www.ofsted.gov.uk)