



Tadpoles Nursery School

Inspection report for early years provision

Unique Reference Number 507781
Inspection date 11 May 2006
Inspector Jane Nelson

Setting Address Carlisle Park Pavilion, Wensleydale Road, Middlesex, TW12 2UL
Telephone number 07710 197 715
E-mail
Registered person Fay Shenton
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 was registered in 1995 and is one of two nurseries owned by the proprietor. It operates from two rooms in a cricket pavilion that is located in Carlisle Park, Hampton and serves the local area.

There are currently 32 children from two to five years on roll. This includes fourteen three and four year olds who receive educational funding. Children attend for a variety of sessions. The setting gives support to children with special needs.

The setting is registered to provide full day care and operates Mondays to Fridays during term time only. It is currently operating morning sessions only from 9:15 to 12:15.

Three full time and two part time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is encouraged well. They are learning to take responsibility for their personal hygiene by washing their hands after toileting and before eating. Pictures reminding children to do this, are displayed at child height outside the bathroom, and staff ask if they have washed their hands before snack. Their learning is reinforced by projects such as a health week when they learn why they need to wash hands and clean their teeth.

Children have good opportunities to learn about healthy eating. A healthy snack of fresh fruit and a choice of milk or water is provided. Children enjoy being involved in the preparation of the fruit. They talk about what they like to eat while peeling satsuma's and cutting up bananas. They gain independence through pouring their own drinks, peeling and cutting their own fruit and helping themselves to drinking water from a small water cooler.

Children enjoy good opportunities for daily physical exercise through planned music and fitness sessions and daily out door play. They run, jump and are confident using, hoops, bats and balls. They have great fun flying a kite outside, and take turns running with the kite. They enjoy the sense of achievement and laugh when the kite takes off from the ground. Children are learning to throw and catch balls and enjoy playing piggy in the middle with a member of staff. They have good opportunities to climb, balance, move through and under equipment, through supervised access to the fixed play equipment in the park that surrounds the premises.

Children have good opportunities to develop their fine motor skills. They pick up, release, and arrange objects, for example, they enjoy pouring rice from one container to another, weighing the rice on the scales, using the pencil sharpener and using cutlery to peel and cut fruit. They are gaining confidence in operating equipment such as the water cooler and the hole punch.

The risk of infection to children is minimised by the setting's policy of not caring for sick children and good hygiene procedures such as, tables being cleaned before and after snack, being followed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where they are well supervised by staff. Children's safety is maintained during arrival and departure times by a designated member of staff being on door duty. Regular outings, such as pre booked swimming lessons at the local pool, are well planned and staff deployed effectively to ensure children's safety.

Space is organised appropriately meaning that children can move around and use equipment safely. They are able to help themselves to some materials from low storage safely, and have access to play materials that are safe and in good condition. This means children can play safely with equipment on tables, in containers and use equipment such as construction materials and cars safely on the floor. Children have safe access to outdoor play in an enclosed tennis court, in the park that surrounds the premises.

Children gain a good awareness of safety by being reminded to be careful in their play. Their learning is reinforced well through, for example, topics covering safety, such as a visit from the road safety officer and practicing using a zebra crossing.

Children's welfare is protected by staff's understanding of child protection issues and their responsibilities if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. They have access to a good range of planned activities which they enjoy and some extra curricular activities such as swimming and fitness sessions are provided. Children arrive happy and separate well from parents and carers. They greet each other and staff and settle into activities on arrival, continuing with their play until circle time. A child who is new to the setting is comforted and reassured by a member of staff when they become distressed and want their parents.

Young children are gaining confidence as they observe some activities, like the music session, before joining in. They have space to be quiet in the busy environment for example, a child helps themselves to books and sits quietly looking at them in the book area. Children explore different textures, handling objects such as tree bark and stone on the nature table and experiment with mark making with crayons, pencils and when painting at the easel. They enjoy the relaxed snack time in a small group. Children are gaining physical skills such as trying to roll and catch balls, during outdoor play sessions.

Nursery Education:

The quality of teaching and learning is good. Staff know the children well and a varied range of activities and visits are planned, taking their interests into account.

Planning is flexible and allows for children's input in activities, for example, when a child shows an interest in dinosaurs this is incorporated into the current theme.

Snack time is well planned and used as a learning experience. Children are able to choose when they have their snack of fruit during a half hour period, in the session. This means their play is not interrupted and children have snack in a small group. Children help prepare the fruit which encourages independence, they sit and chat while they eat encouraging social interaction and conversation.

Children use writing materials confidently and are able to access these easily. They have opportunities to write for a variety of purposes, for example writing labels for the nature table, writing their names on paintings and using writing materials in the home area. Older children recognise and write their name and talk about the sounds of letters in their names. Children look at books independently and enjoy impromptu stories with a member of staff in the book area. The organisation of story time in a large group does not always meet the needs of all the children. The time some children take to settle means that others lose interest and disturb the group.

Children enjoy the music session. They join in with familiar songs and know the actions to familiar rhymes. They have fun using spider finger puppets during the session and moving the puppet to different parts of their bodies during a song about spiders.

Children are exploring and investigating their environment. They are developing a good understanding of the world in which they live, as they examine tree bark, stones, imitation insects and observe the life cycle of butterflies. They are learning about growth through planting seeds in a small vegetable patch. Children have opportunities to learn about information technology when using equipment such as walkie talkies, the telephone, and a tape recorder. They find out how things work by learning to operate the lever on the water cooler when they want a drink and operating equipment like the hole punch.

Children are developing a good knowledge of colour, texture, shape, form and space in two and three dimensions whilst constructing, painting, drawing and sticking with various materials. They are able to help themselves to a selection of creative materials and experiment folding pieces of paper at the writing table and making patterns with a hole punch.

Children use numbers when talking about their ages, they recognise numbers during an activity to find 'numbers' hidden in foam in the water play and say 'look I've found a 4'. Some children's height has been measured in hand prints and these are displayed providing opportunities for children to compare their height. They use weighing scales when using rice and during cooking activities. Children quickly identify how many wheels are missing from a toy supermarket trolley. They compare the weight of big and small stones on the nature table and take big and small strides during a fitness activity.

Children are interested, and motivated to learn. They concentrate when pouring rice between containers, and when using a single hole punch to make holes in paper, taking time to position the hole punch and gripping it tightly. They enjoy the feeling of

achievement when the kite they are running with takes off and flies. They count the number of spots they are cutting out to stick on ladybirds. Children help each other to put on dressing up clothes in the home corner and talk about their friendships with each other.

Children are able to sit and concentrate for example they sit in a circle during music session, listening to, joining in and following the music teacher's instructions. They listen and concentrate during a fitness activity and recall that they played rugby during a previous session.

Helping children make a positive contribution

The provision is good.

Children have opportunities to learn about different festivals through celebrating events like Chinese New Year and Diwali. They have access to resources that reflect diversity such as cooking utensils, dressing up clothes, books and puzzles which reinforce their learning. Children find out about their community through visits to a nearby home for the elderly and visits from 'people who help us' such as the local fire service. They socialise well with each other and staff. Opportunities such as snack time and creative activities are used well to encourage cooperation and turn taking. This positive approach fosters children's spiritual, moral, social and cultural development.

Children behave generally well. Good systems to value their achievements and positive behaviour are used, for example positive behaviour is written on 'leaves' which are displayed on the 'achievement tree'. This encourages children's self esteem. They take pride in achieving tasks such as flying the kite and building an alien. Children are praised and thanked when they help or do something kind which reinforces positive behaviour. Some children take time to settle in a large group for story time which disrupts other children.

The partnership with parents is good. Clear information is provided in the form of a prospectus, regular newsletters and information about the curriculum which is displayed on the parent's notice board. Information relating to topics that will be covered during the half term, planned outings and other relevant information is included in the newsletter. Parents views are sought through regular questionnaires and a suggestions folder on the notice board. Regular parents afternoons take place when information about children's development is shared. Parents say their children often talk about what they have done at nursery, for example a child shows their parent a display of photographs of a recent visit from the local fire service. Children are encouraged to borrow books weekly from the setting's book lending scheme, which encourages parents involvement in their children's learning.

Organisation

The organisation is good.

The leadership and management is good. The setting is well organised, well

resourced and staff are deployed effectively, meaning that children's individual needs are well known and they enjoy their time at the setting. Clear and thorough recruitment and induction processes are in place ensuring that staff are well deployed and understand their roles. Staff have access to training through the local authority to increase and update their childcare knowledge.

Written records are clear and maintained, with the exception of the times individual children attend. Clear and comprehensive policies and procedures mean that staff understand their responsibilities and the daily routine. The setting is meeting the needs of the range of children for whom they provide.

Improvements since the last inspection

Following the last education inspection the provider has addressed the key issues raised as follows:

Develop the system for assessing children's progress so that information gained can be used to plan activities that will help children move on to the next step in their learning. Include learning intentions for physical development in weekly plans.

The method for assessment and observations has been reviewed, children's observations are recorded, discussed at weekly planning meetings and used to inform planning.

Provide more challenging activities for older and more able children, including more opportunities to practise forming letters and familiar words, to solve practical number problems and to talk about their own lives and the lives of others.

More challenging activities for older and more able children are provided, for example, the range of resources has been developed for children to practice writing in the graphics area, children's name labels are accessible for them to select and displays are labelled. During small group work children do cooking activities and compare size. Interest game bags have been introduced and will be used in small groups with older children to encourage discussion.

Provide more opportunities for children to choose their own resources, and to select materials and develop their own ideas in art and design.

More opportunities have been provided for children to choose their own resources for example they can now access a range of writing materials in the graphics area, help themselves to creative materials, and use books independently. Other materials which are stored in a cupboard are shown in a book which is accessible to children, encouraging them to ask staff if they want to access other equipment.

Following the last care inspection the provider has addressed the recommendations raised as follows:

A clear settling in procedure for new children is now in place. The supervision of the indoor climbing frame has been addressed by the climbing frame no longer being used. The accessibility of resources and equipment to the children has been

improved by creative and writing materials being easily accessible. Children are able to choose additional equipment, they may want to use, from a book containing pictures of equipment, that is not set out on a daily basis. The quality of the toilet facilities has been improved by two new toilets being installed and the setting currently operating to 20 children in order to meet requirements.

Complaints since the last inspection

Since the 1st April 2004, Ofsted have received 2 complaints.

Concerns were received 15 September 2005 in relation to Standard 10 - Special Needs and Standard 12 - Working in Partnership with parents.

The registered person was asked to provide details of:

- the processes and policies for dealing with children with special needs;
- their understanding of dealing with issues of confidentiality between staff and parents;
- the complaints procedure;
- the potty training procedures.

The registered person responded in writing confirming how the above issues are managed. The registered person confirmed the Special Educational Needs policy reflects their general policy with regards to working in partnership with parents and confidentiality processes.

No evidence was found that the National Standards had been breached.

The provider remains qualified for registration.

In February 2006 the provider was asked to investigate concerns that children were being moved from the provider's other nursery to this nursery when Ofsted were present and the complaints record was not up to date. The provider responded in writing and there was no evidence to suggest the National Standards were not met.

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):

- make sure attendance records show times of attendance for all children

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):

- review organisation of large group activities, such as story time, to suit children of different ages and encourage children's interest, involvement and concentration.

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