



Meadowview Nursery

Inspection report for early years provision

Unique Reference Number	EY306202
Inspection date	23 February 2006
Inspector	Julie Biddle

Setting Address	Meadowview, 111 Ashburnham Road, Ham, Richmond, TW10 7NN
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Registered person	Lambsmead (Nurseries)Ltd
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?

Lambsmead nursery opened in 2005. It is one of two nurseries that are privately owned. The setting operates from purpose built premises in the London Borough of Richmond. The nursery serves the local and wider community. A maximum of 56 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00. The nursery is open all year apart from bank holidays. All children have access to a secure enclosed outdoor play area.

There are currently 28 children, aged from 2 to 5 years, on roll. Of these, 3 children receive funding for nursery education. The setting also supports a number of children who speak English as an additional language.

The nursery employs eight staff. Over half of the staff have early years qualifications, one staff member is working towards a qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through daily routines. For example, they know to wash their hands after using the toilet and before eating. However, staff do not reinforce the reasons why this routine is important. Effective procedures, such as staff wearing gloves and aprons for nappy changing, sustain high levels of hygiene and prevent the spread of infection. Children are well cared for, due to the efficient procedures in place for first aid, accidents and medication, all of which are shared with parents. They are protected from unnecessary illness, as parents are clearly informed of illnesses within the setting.

The children benefit from an inspiring healthy and nutritious diet, where their individual dietary needs are taken into account. For example, children were enjoying cauliflower cheese, with roasted sweet potato wedges and yogurts with fruit for dessert. Children are learning about healthy eating and lifestyle through topics in the setting. For example, children are learning about fruit and vegetables and how to enjoy them. Children are enabled to help themselves to water and fruit throughout the day; this promotes independence and an understanding of healthy eating. Meal times are very social, as the staff and children discuss the food and how it helps us grow. Children are encouraged by staff to try new foods.

Children are developing a positive attitude to physical exercise, which is enjoyed on a daily basis. The outdoor area is well very well equipped and used as a tool to extend learning. For example, children have planted seeds and feed birds. Children show great delight and excitement when playing outside, as they are having fun and becoming proficient as they learn to balance, climb and throw balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very safe, happy and secure environment, where they want to learn. The staff help keep the children in the setting safe, because they are very vigilant in closely supervising the children and their activities. Good use of the available space is made, enabling children to move around safely and with confidence. Low level and open shelving allows children to independently access their chosen activity. Children are learning about keeping themselves safe and staff carry out daily risk assessment on all areas used by the children. Children use a

good range of developmentally appropriate resources, which enhance their play and learning. Resources used are well maintained, clean and safe.

Children are well protected, as staff have a sound knowledge of child protection issues and procedures to follow if they have concerns. Staff have attended training, to ensure their knowledge is updated and secure.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into the session and are very confident in the routine. They have fun, as they play enthusiastically with a varied range of good quality toys and resources that offer challenge. Warm relationships are evident between staff and children; interaction is of a high standard. Children's vocabulary is extended, as staff ask open ended questions that encourage younger children to think and talk. For example, the staff ask "What is the weather like today?" Children are valued by staff, who ensure their individual needs are met, such as sleep time when children need it and not when routine dictates. Planning of routine and activities effectively supports children's learning. Children are excited as they enjoy creative play and opportunities to sing in small groups.

Younger children are supported in their play and development. They benefit from the staff's knowledge of the Birth to Three Matters framework. Staff offer the children support and encouragement, in order for them to try new activities and develop their skills. As a result, the children feel confident and secure. Staff use resources in the setting in a flexible way, such as "Valentine Cafe" with enthusiasm, which helps develop the children's imagination. Children laugh and have fun, as they participate in physical activities. For example, the outside area has equipment for climbing, riding, pushing, and ball games.

Nursery Education

The quality of teaching and learning is good.

The children have a positive attitude to learning and they spend extended periods concentrating on their chosen activities. The children's individual progress is observed and information recorded is used, to plan for the next steps in the children's development. Staff's understanding of the Foundation Stage enables them to provide activities that are stimulating, challenging and fun. Staff are well organised, meaning children are confident and happy in the setting. Staff and children enjoy good relationships with each other; staff listen intently to the children and respond to their needs and choices.

Children are curious to explore different creative mediums as they stick, paint and draw. They are developing their fine motor skills, as they manipulate paintbrushes, glue spreaders, scissors and puzzles. Mathematical skills are promoted, as the children count confidently to ten and beyond as part of daily routines. Children discuss colour, shape and size routinely. They calculate, as they lay the table for dinner time, wondering: "Do we need more plates?"

The children play well together, they are kind and considerate to each other as they share and take turns. Children have many opportunities to develop their knowledge and understanding of the world through discussion and topics. For example, they talk about birds who visit the nursery garden and seasons. They learn about the world they live in through resources and as they celebrate various festivals, for example Diwali and Christmas. However, resources are limited. Children's independence is encouraged by staff and routines. For example, children are enabled to cut their own fruit and pour their own drinks throughout the day.

Helping children make a positive contribution

The provision is good.

The staff value and respect the children as individuals. They give them appropriate praise and encouragement, to enhance their self esteem and confidence. The children have access to resources that promote positive images, thus learning about the world they live in. They learn, for example, about festivals and traditions celebrated in the local and wider community. This positive approach fosters children's spiritual, moral, social and cultural development. Children's individual needs are recorded and respected by all staff, meaning their welfare is promoted. Staff work closely with parents, to meet the needs of all the children.

Children are engaged in meaningful play, their behaviour is good. They are learning to distinguish between right and wrong, through example and positive encouragement. Children are kind and considerate to each other and really enjoy playing together. The emphasis on respect for others helps to create a harmonious atmosphere, where children can feel confident, secure and happy.

Partnership with parents and carers is good. Parents receive useful information about the setting and daily activities, through the notice board, newsletters and parents' evenings. Parents are kept well informed about their child's progress and are welcomed into the setting. Parents are welcomed into the setting to share skills and to take part in activities. Daily exchange of information ensures parents are aware of their children's daily activities. Parents are invited to parents' evening during the year, to discuss and plan for their child's development.

Organisation

The organisation is good.

Staff have good understanding of their roles and responsibilities within the setting. Staff deployment is good, thus ensuring all children are secure and engaged in activities. Children are happy and confident with each other and staff.

The leadership and management of the setting are good. The manager is committed to the improvement and development of staff, they are encouraged to update and extend their childcare qualifications through training, thus benefiting the children. The manager and staff regularly reflect, monitor and improve the quality of the care and education provided. There is a robust recruitment procedure in place, ensuring staff

are suitable to work with and care for children. The welfare of the children is further safeguarded, as all the required documents are very well maintained. Children and staff benefit from the very positive working relationship between parents and staff. All relevant information is shared with parents on a regular basis.

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

Improvements since the last inspection

Not applicable first inspection.

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):

- extend current range of multi cultural resources

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):

- extend children's understanding of hygiene as part of daily routine.

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