



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY263363

DfES Number:

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Mandy Mooney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Elizabeth Terrace Day Nursery
Setting Address 18-22 Elizabeth Terrace
Eltham
London
SE9 5DR

REGISTERED PROVIDER DETAILS

Name Asquith Court Nurseries Limited 3077271

ORGANISATION DETAILS

Name Asquith Court Nurseries Limited
Address Orbital House
Park View Road
Berkhamsted
Hertfordshire
HP4 3EY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Elizabeth Terrace Nursery has been opened since 1998. It is privately run business, which was taken over by Asquith Court Schools Limited in 2003. It is located in Eltham and offers a service for children from the local and wider Borough.

The nursery is based in a purpose built building, located over two floors and has sole use of three base rooms, Kitchen, staff area and toilet facilities, an office and an outside play area. The Centre has good transport links and is close to local shops and facilities.

The nursery opens five days, all year round. Opening hours are 07.45 to 18.15 daily. Children attend various sessions a week and children with special educational needs and those who have English as an additional language are fully supported. There are currently 60 children on roll, of these 12 three year olds and 9 four year olds receive government funding.

The nursery implements a curriculum based on the Foundation Stage for the older children and Birth to Three Matters for the younger children. Eleven staff work directly with the children at any one time and over 50% have or are working towards early years qualifications to level 2 or 3. The setting receives support from a teacher/mentor from the Early Years development and Childcare Partnership (EYDCP).

How good is the Day Care?

Elizabeth Terrace Day nursery provides satisfactory care for children.

The environment is welcoming and space is well used. Children are provided with a satisfactory range of toys and play materials, however at times these lack sufficient challenge for more able children. Record keeping is generally well maintained and stored confidentially, however staff attendance is not recorded consistently at present.

There are a number of effective safety precautions and policies in place and staff are able to put these into practice. Children are supported in developing good personal hygiene practices. Practices regarding administering medicines and treating accidents are generally appropriate, however parents do not currently give written acknowledgement when medication is administered to their child. Staff demonstrate a good awareness of their responsibility in regards to child protection, however the current child protection procedure is not fully reflective of current guidance.

Children are provided with a satisfactory range of activities although, on occasion, weaknesses in the planning and implementation limit the benefits to children. Staff form and maintain very good relationships with children and provide a positive role model for them. They are consistent in the management of children's behaviour and as a consequent children's behaviour is very good.

Practices relating to the provision of equal opportunities and anti-discriminatory practice are entirely appropriate. The nursery has a clear, appropriate, policy regarding special needs and inclusion.

Staff offer a warm welcome to parents and carers and provide written information when necessary and take time to exchange information.

What has improved since the last inspection?

N/A. This the first inspection since the nursery was taken over by Asquith Court Schools Limited.

What is being done well?

- High priority is given to health and safety issues. Staff are vigilant to ensure safety of all areas is maintained.
- Mealtimes are sociable occasions. Staff are fully aware of children's individual requirements and meals are healthy and nutritious.
- Staff actively promote positive behaviour management strategies and encourage children to take responsibility for their own actions. The children are well behaved, familiar with the behavioural expectations of the group and confident with the routines.
- The partnership with parents is good. Staff have a friendly, welcoming approach to the children and their families. All the parents who responded to the questionnaires were happy with the service they received. There is an open evening for parents and good written information provided to inform parents of what is happening in the nursery.

What needs to be improved?

- the provision of activities, play materials and resources which meet the developmental needs of children under 5 years.

- the system for obtaining written acknowledgement from parents when medication is administered to their child.
- the maintenance and detail of written documentation of the staff daily attendance register and the information contained in the child protection procedure to ensure it reflects current guidance.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted has received one complaint relating to National Standard 4: Premises and Standard 14: Documentation regarding the lack of ventilation and the high turnover of staff. Ofsted required the provider to ensure that the temperature is maintained at an adequate and comfortable level and secondly, to ensure Ofsted is informed of all staff changes.

At this inspection it was found that the provider had complied with these requirements and remains qualified for registration.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Review the planning to ensure the individual needs of the children are met and that staff plan to build upon what children already know to help them move onto the next step of their learning.
5	Ensure there are suitable toys and play materials available to provide stimulating activities and play opportunities for children in all areas of their play, learning and development and ensure these are appropriate for the age and stage of development of the children.
7	Ensure parents sign the record to acknowledge medication has been administered to their child.

14	Ensure staff attendance is accurately recorded and that the child protection procedure has regard for current legislation.
----	--

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Elizabeth Terrace Day Nursery offers good quality nursery education where children enjoy learning through a range of activities. The teaching helps children make generally good progress towards the early learning goals.

The teaching is generally good and the staff demonstrate an understanding of how children learn and the early learning goals. Planning is done centrally to plan and provide a curriculum that includes a generally good range of challenging and interesting practical activities and experiences. Children are confident and sociable and are developing good language skills and vivid imaginations through the opportunities provided. However, the planning restricts the flexibility staff have with the curriculum does not reflect how the differing needs of the children are being met. Varied planned activities are used to help children progress, however opportunities for children to learn about their own and other cultures and beliefs are limited, as are the challenges set for the older or more able children.

Staff show positive management of children's behaviour and they use a variety of strategies to encourage good behaviour including acting as good role models of positive behaviour. The assessment of children's learning and has some weaknesses. Staff do not use their observations to inform planning or to build on what the child already knows to help them progress through the stepping stones. There is a new progress tracking system in place, however this is in its very early stages and has had little impact on planning.

Leadership and management are generally good. There is a commitment to ongoing staff development and improving the nursery education. However the system for monitoring the quality of the curriculum is ineffectual. The partnership with parents and carers is generally good. They are provided with a wide range of information about the preschool, however opportunities for parents to be actively involved in their child's learning are limited.

What is being done well?

- Staff spend time talking and listening to children and many children are confident and fluent speakers in one to one conversations and when speaking in a group. Children are able to negotiate with each other in their play and they are kind and considerate to each other.
- Staff have a calm and patient manner, setting a good example to children. They have high expectations of children's behaviour and support their progress in self discipline by praising good behaviour, setting clear boundaries and helping children to understand the impact of their actions on others. Consequently children's behaviour is good.
- Children are provided with a well resourced and accessible literacy area.

Children freely approach this and self select resources. They are able to write their own names and other recognisable words and they are developing good writing skills.

- Children have many opportunities to use their creativity in role play, stories, construction play and small world activities. They express themselves well and demonstrate a very vivid imagination.

What needs to be improved?

- The range of experiences and opportunities to enable children to learn about their own and other cultures and beliefs.
- The use of staff's observations on children's profiles to ensure the assessments made are used to help children move onto the next stage of learning and the resources to support the curriculum to ensure this offers sufficient challenge to all children.
- The system for monitoring children's progress, to ensure the information is kept up to date and is used effectively to meet the needs of the older or more able children. Ensure this information is shared with parents and give parents the opportunity to contribute to their child's learning.
- The management system for monitoring the effectiveness of the curriculum on children's learning and progress.

What has improved since the last inspection?

N/a. There has been a change of provider and significant change in staffing since the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are sociable and confident, they enjoy playing in small groups and have a sense of belonging. They show care for others and are developing a good understanding of the need for fair play. Children are able to share and demonstrate an understanding of the rules and boundaries in place. Children are able to self-select resources and show increasing independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have many opportunities to engage in conversation with their peers, to share and discuss ideas, listening and responding appropriately. They enjoy hearing stories and self-selecting books for pleasure. Children are beginning to make marks on paper and write their name and those of others.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a range of resources for maths and have opportunities take part in activities that help them learn about number sequencing. Children count when they build and have opportunities to explore shape and size in construction activities. Many children are able to recognise and name numbers. There are missed opportunities to extend children's mathematical development due to ineffective use of assessment and observations to build upon what children already know.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children select and use designing and construction materials confidently. They are able to explore aspects of living things and engage in practical activities such as looking after the goldfish. Children know how to use a range of tools and comment on the results of these. They are confident in their use of the computer and are able to use this independently. There are limited opportunities for children develop their awareness of different cultures through planned activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around safely with an awareness of themselves and others. They have a good sense of space and negotiate a pathway around activities when walking and running. Children are able to use a range of hand tools quite confidently and show developing control and co-ordination when using paint brushes, drawing and writing tools. Children's development of gross motor skills such as climbing and balancing is inhibited due to lack of challenge in the equipment available to them.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children enjoy using a broad range of mediums to explore colour and texture. They take part in and enjoy learning experiences where they can use all their senses. They engage confidently in role-play and make-believe activities and use an appropriate range of resources to support this. They have very vivid imaginations and recreate stories through play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Extend the range of experiences and opportunities to enable children to learn about their own and other cultures and beliefs.
- Review the management system for monitoring the effectiveness of the curriculum on children's learning and progress.
- Revise the use of staff's observations on children's profiles to ensure the assessments made are used to help children move onto the next stage of learning. Provide appropriate resources to allow for sufficient challenge in activities.
- Improve the system for monitoring children's progress, to ensure the information is kept up to date and is used effectively to meet the needs of the older or more able children. Ensure this information is shared with parents and that parents are given the opportunity to contribute to their child's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.