



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY288475

DfES Number:

INSPECTION DETAILS

Inspection Date 16/11/2004
Inspector Name Rowena Ann Bentley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Asquith Nursery- Battersea
Setting Address Asquith Nursery
18-30 Latchmere Road
London
SW11 2DX

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

Asquith Nursery, Battersea is one of 105 nurseries run by Asquith Nurseries Limited. It opened in 1997 and operates from five rooms in a converted building, which was formerly offices. It is situated in Battersea. A maximum of 69 children may attend the nursery at any one time. The nursery operates each weekday from 07.00 until 19.00 and is open 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 78 children aged from 3 months to 5 years on roll. Of these 10 children receive funding for nursery education. Most of the children live in the local area. The nursery supports children with special educational needs and children who speak English as an additional language.

The nursery employs 26 staff. Nineteen of the staff including the manager hold appropriate early years qualifications. Seven staff are working towards a qualification.

How good is the Day Care?

Asquith Nursery Battersea provides good care for children.

The staff team work together and have a developed system of organising the routine and activities so children are closely supervised and well cared for. Children are grouped appropriately but sometimes moved into different rooms due to the arrangements for staffing. All record keeping is up to date and clearly recorded. Policies and procedures are in place and in line with the National Standards although the procedure for informing Ofsted when staff leave the nursery is unclear. Children's and staff records are easily accessible and stored confidentially.

The premises are clean and maintained to a satisfactory standard. There are comprehensive health and safety procedures in place to ensure children are safe. Staff are responsible for carrying out risk assessments and written records are kept. Children have nutritious and well balanced meals which are freshly cooked on the

premises daily. Children and adults sit together to eat lunch and snacks.

Staff develop good relationships with the children and know their individual needs well. Children are confident and secure in the environment. They are offered a wide range of activities, which promote learning in all areas. There is a strong emphasis on sensory play and all children have good opportunities to experience and participate in this type of play. Equipment is stored so children can access them easily and make choices.

The staff team are committed to working in partnership with parents. They communicate with parents daily and keep them informed about their child's progress. Children's behaviour is managed in a sensitive and age appropriate way and children are generally well behaved and co-operative.

What has improved since the last inspection?

N/A

What is being done well?

- Children are offered a wide range of simulating play activities which promote learning in all areas. There is a strong emphasis on sensory play and excellent provision for all children. Equipment is easily accessible so children are given the opportunity to explore resources and make choices.
- Children's rooms are adapted to meet the needs of the age group of children occupying them. There is a good range of equipment and all play areas are exciting and stimulating for young children.
- There are comprehensive health and safety procedures in place and staff follow these to ensure children are safe and well cared for at all times.
- Staff manage children's behaviour in an age appropriate way and children are given much praise and encouragement for effort, achievement and good behaviour. Children are generally well behaved and co-operative.

What needs to be improved?

- the arrangements for ensuring Ofsted are notified when staff leave the nursery
- the arrangements for staffing the nursery to ensure continuity of care for the children

Outcome of the inspection

Good

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
2	ensure there is a system in place for informing Ofsted when staff leave the nursery
2	ensure that the arrangements for staffing the nursery provides continuity of care for the children

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

How effective is the nursery education?

Asquith Nursery Battersea provides good quality nursery education overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them. Adult led activities are clearly introduced and staff question children to ensure they have understood aspects of new learning. They organise the indoor space and resources imaginatively and encourage the children to make decisions and to be independent. Most staff have a good knowledge of the early learning goals, although not all staff fully understand how to make activities sufficiently challenging for older and more able children, or use all activities and resources effectively, for children to make progress in mathematical development. Resources for children to develop climbing skills are insufficient. Planning has clear learning objectives that are imaginatively implemented. Staff have a good knowledge of what the children know, keep records of children's progress, but do not use the information to plan what children should do next. There is good support for children who have special needs or English as an additional language.

Leadership and management are generally good. The two managers have developed a committed staff team who have a collaborative approach to all aspects of their work. They act on advice, follow a rigorous system to monitor and evaluate the quality of teaching, but are yet to implement a training programme for all staff aimed at improving teaching.

The partnership with parents is generally good. The setting operates an open door policy that encourages and welcomes feedback from parents. There are formal and informal opportunities for parents to share information on children's progress, but they are not consulted about the next step for their child's learning. Parents have access to very good information about the foundation stage curriculum.

What is being done well?

- Staff work very well as a team. They have a flexible approach to the areas they work in, for example, one member of staff who speaks Urdu changes rooms to work directly with a child who attends part time, and does not speak English. Staff value what the children say and respond with interest, which results in children developing excellent self confidence and communication skills. They give children good support with using the resources, initiate spontaneous and fun activities, and join in the children's play with enthusiasm.
- Staff use organisational guidance to plan a good range of activities and projects. They provide excellent opportunities for children to develop personal

independence skills and use effective teaching methods that capture children's interest, particularly in relation to the use of books and story times. They encourage children to think and remember what they already know and consistently initiate conversations with the children and ask appropriate questions that extends their learning. Children are extremely co-operative and helpful because staff give clear and consistent boundaries, enable them to be familiar with the routine and structure of the day, and praise children for their achievements and good behaviour.

- Parents are given very good information on the foundation stage curriculum and are helped to understand it. They speak positively about the setting, particularly in relation to the good relationship between staff and children. The organisation and the management have a positive approach to commitment and improvement for the setting. The management regularly observe and evaluate teaching practice and identify staff skills and future training needs through an appraisal system.

What needs to be improved?

- the attention given to increasing all staff's knowledge and understanding of the early learning goals.
- the use of assessment to ensure the next step for children's learning is identified, shared with parents and linked to planning.
- the quality of teaching to ensure that older and more able children have sufficient challenge.
- the use of resources for children to develop climbing skills and make progress in mathematical development

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have introduced some effective measures to improve staff's familiarity with the areas of learning, particularly in relation to knowledge and understanding of the world, develop assessments of children's progress, adapt activities to meet children's individual needs, and provide more spontaneous opportunities for children to use writing resources.

Senior staff have developed a sound understanding of the early learning goals, through in-house training opportunities and knowledge gained from external training such as the NVQ level three. Staff share their knowledge with each other, lead by example, and have clear identified learning objectives for activities, which they implement successfully in most activities. They offer effective support through well judged interventions and questions which extends children's knowledge and understanding. This has led to most children making very good or generally good progress in all areas of learning. However some staff do not have a sound knowledge of the stepping stones and do not know how to extend learning for older and more able children. The staff make very good use of real life objects and natural

materials which has enabled children to develop a very good knowledge and understanding of the world.

Planning has been updated to include written evaluation of activities. Staff use this information to adapt activities and improve them for future use. As a result, topics and activities are often expanded and extended according to their success and the children's interest. The assessments of children's progress have been updated, but do not identify the next step for children's learning or link to planning.

Staff have reorganised the room and have provided mark making areas. Children label all their own work, displays and equipment. They have a greater choice of accessible writing resources, and regularly write and draw independently in all activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form very good relationships with staff. Their personal independence is excellent and they complete tasks such as laying the table and clearing away the plates at lunchtime. They are confident with selecting resources and activities. Children's confidence and self esteem is built up by staff who are sensitive to their needs and know them well. Staff set clear boundaries for behaviour, praise children for their achievements and encourage them to share, take turns and help each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate extremely well with staff and each other. Staff give good support to children who have English as an additional language and know what progress they make. Children enjoy using books and join in with enthusiasm during group story time. Staff ask questions that encourage children to share their ideas and thoughts. Children make excellent use of the writing resources, make marks, and form recognisable letters when writing their name or labelling their own work and displays.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a good knowledge of colour, and say and use low number names in activities, such as when using the parachute to count. Staff help children to match shapes and learn about the concepts of size and capacity. They learn about measurement during cooking activities and make patterns during sticking activities, such as making ladders. However, staff do not make good use of all practical activities to consistently develop and extend children's mathematical knowledge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children handle a wide range of real life objects and learn about features of living things, for example when they planted sunflowers and broad beans in the garden. This has led to children knowing what plants need to survive. Children are beginning to learn about how things work, for example by singing and talking into the tape recorder and playing it back. They make good use of the computer and are beginning to gain mouse control. They learn about the people in their local community.

PHYSICAL DEVELOPMENT

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

Children are confident with using small and large equipment and are developing skills in balancing, for example when walking along lines. They show a good awareness of space around themselves and others when using the parachute and they handle scissors, paint brushes, pencils and cutlery with increasing control. Children are developing skills in throwing with precision and making constructions. There are too few opportunities for children to develop climbing skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have access to sand, water, dough and paint everyday, and make good independent use of the resources. In addition, there are planned creative activities where children learn to create on a large scale, for example when making a large robot out of boxes and painting freely on a very large piece of paper. Children make good use of the props for role play and are confident with expressing and sharing their ideas for imaginative play when playing in small groups.

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

- increase all staff's knowledge and understanding of the early learning goals
- identify the next step for children's learning in all six areas of the curriculum and ensure this information is regularly shared with parents and linked to planning
- extend learning for older and more able children.
- improve the use of resources and activities to promote children's learning in mathematical and physical development.

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.