



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123112

DfES Number: 500361

INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Tracy Maria Clarke

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Three, Four, Five Nursery School
Setting Address	Fitzhugh Community Hall, Fitzhugh Estate Wandsworth Common Wandsworth Common SW18 3SN

REGISTERED PROVIDER DETAILS

Name	Mrs Annabel Dixon
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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

Three, Four, Five Nursery School has been operating since 1983. The nursery school is situated in the Wandsworth Common area, and is within walking distance of shops, the common and transport links. The nursery school is open each weekday from 09.30 to 15.30, term time only.

The majority of children attend the nursery school five mornings a week, with separate sessions running three afternoons a week for younger children. Two days a week older children may attend for the whole day, with parents providing children with a packed lunch. Currently 41 children attend the nursery school for the morning sessions, and an average of 12 children attend the afternoon sessions. Most children who attend the nursery school live locally. No children speak English as an additional language, and none have special educational needs. Forty one children receive funding for nursery education; thirty are aged three years and eleven are aged four years.

The nursery school is based in a community hall within a small housing estate. Children have access to a hall, which is divided into two areas, according to the age of the children. An outdoor play area is also provided, which has a safety surface.

Eight staff work in the nursery school. Six staff hold a Montessori Diploma, and a further two staff are suitably experienced in childcare. Staff receive support and undertake training through the Wandsworth Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Three, Four, Five Nursery School provides good care for children.

The staff have created a warm and welcoming environment where children's art work is displayed and parents can see photographs of their children undertaking various activities. The premises are kept clean, bright and safe, and there are effective systems in place to keep the premises secure and to monitor visitors to the

setting. The outside play area is used daily, throughout the year.

Records are well maintained and are used effectively by staff to share information with parents regarding children's needs and progress. Well written procedures are used to ensure that staff deliver consistent care and are kept well informed. Risk assessments are undertaken to ensure the premises remain safe, however there are insufficient fire exit signs and no evidence of recent emergency evacuation practice.

The nursery has experienced staff, most of whom are qualified. Children's all round development is fostered and encouraged by very supportive staff who make learning a fun and enjoyable experience. There is very good interaction between staff and children, which creates a caring environment. Staff are very effective at using toys and equipment in a creative manner, so that children are fully extended in their learning and are provided with an imaginative environment.

Staff are effective role models, creating a caring and calm atmosphere where children are fully aware of the boundaries of the setting. Staff are very aware of children's individual needs and provide good levels of support and inclusion to children who have special needs.

There is clear evidence that the nursery works well in partnership with parents. Staff share written and verbal information about activities and events, and have regular sessions where parents can discuss children's progress. Parents are invited to take part in activities, contribute towards the planning and be involved in their children's learning.

What has improved since the last inspection?

Thirteen actions were made at the last inspection and action has been taken to address all points.

Ten actions were made in relation to procedures and documentation. Since the last inspection good improvements have been made, with appropriate policies now in place, improved systems for recruiting and vetting staff and more thorough systems in place for the monitoring of visitors to the setting.

The manager has created an area where staff may take their lunch breaks and where parents may be seen privately. A range of toys and books have also been purchased which promote positive images of disability, which are used by children as an integral part of every day activities. In addition, the nappy changing arrangements have been revised to ensure effective hand washing can take place.

What is being done well?

- Staff are experienced and confident in their ability to plan effectively for children's all round development. Staff are very supportive, which fosters a learning environment where children feel positive and motivated to learn.
- The staff team make very good use of a wide range of toys and equipment, to create exciting play opportunities for children and encourage their imaginative

play.

- The staff team make good use of the available space, ensuring that children access the outside play area regularly throughout the session, and throughout the year.
- Staff are very good role models, creating a caring and calm environment, where children are encouraged to be friendly to one another, to share and to respond positively to one another.
- The environment is warm and welcoming for parents, with children's art work displayed and a wide range of photographs displayed to inform parents of the activities their children have taken part in. Parents are kept well informed of events and are encouraged to contribute towards activities and be involved in their children's learning.
- Staff work well with parents to share information about children's individual needs. The nursery have an inclusive approach, ensuring that children who have special needs are welcomed in, their needs met and the curriculum sufficiently differentiated to enable them to take an active role.

What needs to be improved?

- the registration system
- fire exit signage and practice of emergency evacuation

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	Revise the registration system to provide clear information regarding children and staff who attend for the whole day.
6	Improve fire safety through effective fire exit signage and regular practice

	of the emergency evacuation procedure.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The Three, Four, Five Nursery School offers high quality nursery education, where effective teaching and planning ensures that children take part in stimulating activities, which support them in making very good progress towards the early learning goals in all areas.

Teaching is very good. Staff build good relationships with the children and have high expectations of their behaviour. They plan interesting activities and adapt planning well, which motivates children and supports them on the stepping stones to attaining the early learning goals. Staff provide a stimulating environment and work directly with the children, supporting their learning through play and making effective use of the resources. They build on children's knowledge and increase their vocabulary. They have a good understanding of children's abilities and adjust their delivery of activities accordingly. The outside play area is used throughout the year, however the planning for this area is not as thorough as other areas of the curriculum. Staff are particularly effective in their use of resources when they plan role play, creating enriching opportunities for children to express their imagination.

The leadership and management is very good. The owner of the nursery is in regular attendance, often working directly with the children and providing a good role model. The manager and staff are encouraged to attend training and are supported with their development. Each key worker undertakes observations and planning for their group of children, although there is some inconsistency in the way this takes place.

The partnership with parents is very good. Parents are provided with good information about the setting and the activities. They are kept well informed of their child's progress through documented progress reports and regular meetings with the key worker. Parents are encouraged to be involved in their child's learning and have good opportunities to share what they know about their child.

What is being done well?

- Children are encouraged to use their imagination and creativity in art and role play, with a wide range of resources provided which are creatively presented by the staff team. Children feel confident expressing their ideas, thoughts and feelings, playing co-operatively as part of a group to act out a narrative and undertake play based on their own first hand experience.
- Teaching is of a very high standard. Staff provide a wide range of activities which are stimulating and challenging. They encourage children to explore and investigate, and set them activities to encourage their thinking and ideas.
- The children are very well behaved and are keen and eager to learn. They take great delight in undertaking activities and work well with one another.

They choose resources independently and can initiate their own play and ideas.

- Staff encompass the foundation curriculum ethos by planning a wide range of activities which enable children to learn through play, explore and think things through using everyday resources. Role play is fully encouraged and children have good opportunities to select and choose resources independently, and move around freely.
- Children are fully encouraged to investigate the local community and find out about others. Many visitors are brought into the nursery to encourage children's awareness of the emergency services. The children's extended family have been invited for 'grandparents day', and children have made bread rolls at the local bakery. They are involved in community events such as harvest festival celebrations and fundraising events for local charities.
- The setting works very well with parents, to ensure they are kept well informed and to involve them in their child's learning. The owner ensures parents are fully aware of how their children learn through play, by organising a presentation about the foundation curriculum every year.

What needs to be improved?

- the opportunities to extend the activities outside to further support the curriculum
- the development of observation, evaluation and planning to identify targets for individual children, which can be easily shared amongst the staff team

What has improved since the last inspection?

Two key issues were made at the last inspection, both of which the setting has made good progress with addressing.

Staff are now fully aware of each child's stage of learning, and they address this by differentiating the way they present the planned activity, and the questions they ask of the child, in order to ensure that each child's personal response and learning is taken into account. Staff also feel they now take into account suggestions that children make, and evaluate activities more, to ensure that children are enjoying what they are doing.

More opportunities have been provided for children to play freely, and to move around the room independently, choosing and selecting resources. Staff have changed the way they deliver activities so that children spend less time within their small classes, around a table. They have also reduced the amount of work sheets, instead using every day resources and opportunities to encourage writing for a variety of purposes. There are also more opportunities for children to express themselves in their art work, and they can design and create what they want, with less adult intervention.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are motivated, interested and excited to learn. They are confident to speak out in a group and to suggest ideas when taking part in the circle time. Children display good concentration and are able to sit quietly when appropriate. They form good relationships with and each other, share fairly and are able to work together harmoniously. They are well behaved and have a good understanding of right from wrong. They are learning about their own cultures and beliefs, and those of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children attempt writing for different purposes in activities and role-play and are beginning to form recognisable letters, with older children writing their names. Children speak clearly and have a good developing vocabulary. They use books well, have an understanding of elements of stories and retell narrative when playing in role play areas. They read their names and familiar words, and have good opportunities to link sounds to letters with effective support from staff.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have a good understanding of size and sequencing, guessing their height for example, when building large blocks in the garden. They are beginning to understand about weight and measure during cooking activities and sand and water play. Children count confidently through good practical everyday routines. They are beginning to understand the concept of addition and subtraction through staff asking open questions to make them think, such as how many more or less they will have.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff encourage children to examine change in living things by planting seeds and observing life cycles. They make 2D and 3D objects, choosing appropriate resources and assembling to their own design. Programmable toys and ICT equipment are used with confidence. Children are able to differentiate between past and present, talking about their families and significant events. They are involved in community events and learn about others through regular outings and visitors to the nursery.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with expression and confidence during action rhymes and outside play. They show co-ordination and a sense of safety when they manoeuvre toys and equipment around the garden. Children's fine motor skills are encouraged as they use a range of tools to construct, draw, pour and manipulate. They are aware of good hygiene and have an awareness of how their bodies work. Weekly sports classes encourage children to judge speed, distance and direction and to develop spatial awareness.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy creating and designing a range of 2D and 3D models on a large and small scale. They explore colours and textures, selecting appropriate resources to design in a creative way. They show great imagination during music and role play, expressing and communicating their thoughts and feelings. They enjoy singing and playing musical instruments, responding well to the rhythm of the music and exploring sound. Staff encourage children to express themselves in all areas of play.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- planning of the outside area, to enable activities in the garden to fully support all areas of the curriculum
- developing observation, evaluation and planning, to enable staff to identify targets for individual children, which can be easily shared amongst the staff team

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.