



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY290072

DfES Number:

### INSPECTION DETAILS

Inspection Date 24/01/2005  
Inspector Name Denise Rosemary Olsson-Hildick

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Princess Christian Nursery  
Setting Address Dolphin House, Riverside West  
Smugglers Way  
London  
SW18 1EG

### REGISTERED PROVIDER DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc. 861615

### ORGANISATION DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc.  
Address Nord Anglia Nurseries +/a Leapfrog Day Nurseries  
Nord Anglia Education Plc, Anglia House, Carrs Road  
Cheadle  
Cheshire  
SK8 2LA

## 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

Princess Christian Nursery is part of a group of registered day nurseries provided by Princess Christian Nurseries, Nord Anglia PLC. The nursery opened in January 2001 and became part of Princess Christian Nurseries in June 2004. It operates from the ground floor of residential flats, near to the River Thames and Wandsworth Bridge. The premises consist of five play areas, a communal play space, toilets, nappy changing area, outdoor play area, office, and adult mezzanine level. The internal area is open plan, and the space has been divided into rooms using partitioning and sliding doors. A maximum of 101 children may attend the nursery at any time. The nursery is open each weekday from 08.00 to 18.00.

There are currently 82 children aged from 6 months to 4 years on roll. Of these 9 children receive funding for nursery education. Children come from the local and wider community and they attend part time and full time. The nursery supports children with special educational needs and children who speak English as an additional language.

Seventeen staff work directly with the children. Over half the staff hold early years qualifications equivalent to NVQ level 2 or 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from the local Early Years Development and Childcare Partnership.

### How good is the Day Care?

Princess Christian Nursery provides a satisfactory standard of care.

Policies and records are generally comprehensive and the nursery has established routines for the care of the children. However the organisation of the routines, the grouping of the children and the internal layout in some rooms limits staff contact time with children and scope for children to make choices and be independent. Staff have a good knowledge of the children and talk about them with understanding, pride and affection. Children, particularly the babies and the older ones eagerly

participate in a variety of interesting and stimulating activities that are play based. They have access to a wide range of play equipment and materials suitable for differing ages, interests and abilities, though few present a positive image of people with a disability. All children are made to feel welcome and their differences valued regardless of background.

Meals are varied and nutritious, accommodating children's individual dietary needs. Children are given drinks regularly and those who are unable to ask have a non-spill cup or bottle readily available. Clear boundaries are set for behaviour and children comply well, though opportunities are sometimes missed to acknowledge and reinforce acceptable behaviour. Staff have an understanding of issues relating to child protection.

The environment is spacious, generally clean, warm, well-maintained, appropriately furnished and organised to allow children access to the entire area and outside play space. High ceilings contribute to a feeling of spaciousness but also results in the magnification of sound. Staff ensure that the environment is safe for children and comprehensive policies are in place. Staff are vigilant in addressing matters relating to health.

Relationships with parents are warm and mutually respectful and staff work with them in harmony and partnership. Care is taken to comply with parent's wishes regarding the care of their child.

#### **What has improved since the last inspection?**

This is the first inspection following registration.

#### **What is being done well?**

- Staff are responsive to and understanding of individual children's temperament, characteristics, interests and needs. This ensures warm relationships are maintained and nurtured.
- Play equipment is varied, safe and easily accessible, so children are able to explore materials suitable for their ages, interests and abilities.
- Care is taken to ensure all aspects relating to good health are in place and promoted in a conscientious manner. As a consequence children's health and well-being are promoted.
- Meals that varied and nutritious, accommodating children's individual dietary needs and complying to parent's wishes. Drinks are readily available. Snacks are healthy and nutritious. This ensures children develop good eating habits.
- Parents take an active role in the nursery, are supportive and approving of the nursery philosophy and work in harmony and partnership with staff. This ensures children feel welcome and secure.

**What needs to be improved?**

- the organisation of routines and the grouping of the children in order to enable children to have more choice, independence, active involvement and greater contact with staff
- the range of materials that portray a positive image of people with a disability
- staff acknowledging and reinforcing children's acceptable behaviour

**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.)**

There are no complaints to report.

**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
2	improve the organisation of routines and the grouping of children aged one to three years in order to enable children to have more choice, independence, active involvement and greater contact with staff
5	increase the range and quantity of materials that portray a positive image of people with a disability
11	ensure that staff acknowledge and reinforce children's acceptable behaviour

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

### How effective is the nursery education?

The Princess Christian Nursery offers good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Children make very good progress in physical and creative development and knowledge and understanding of the world.

Teaching is generally good, with some very good aspects. Staff build good relationships with the children, and they use effective strategies to encourage sharing and concentration. They plan interesting, varied activities and adapt planning well, to encourage children in their progress. Staff provide a stimulating environment and work directly with the children, supporting their learning through play and generally making effective use of the resources. Children display good concentration and sit quietly when appropriate.

Staff have a good understanding of children's abilities, keeping well written evidence. They build on children's knowledge by effectively evaluating the next steps for children's learning. They are particularly effective at encouraging children's design and creative skills, and providing opportunities for children to explore and examine why and how things work. Children are not sufficiently encouraged in mark making or measurement in all areas of play or enable children to begin to recognise numbers and familiar words in the outside area.

Leadership and management are generally good. The manager is able to evaluate teaching by often working directly with the children. She provides a good role model. Staff are encouraged to attend training and share their ideas. The internal layout of the nursery makes it difficult for staff to organise resources effectively, and staffing does not always enable sufficient support to children.

Partnership with parents is very good. Parents are provided with good information about the setting and kept well informed of their child's progress through documented progress reports and regular meetings with the key worker.

### What is being done well?

- Staff fully encourage children to regularly explore media and materials and use a variety of resources to create in two and three dimensions. Children are able to initiate their own designs and independently access a wide range of resources to extend their creative skills.
- Staff keep very good written evidence in relation to children's progress, which they use well to evaluate children's next stage of learning. This information is then pulled through effectively to the weekly planning, as part of a focused activity.

- Children eagerly ask questions when exploring and investigating to find out how things work; they look closely at change and differences through good opportunities and encouragement.
- Staff are caring and have close relationships with children. They use effective questioning to encourage children to extend their vocabulary, and have developed fun activities to encourage children to listen and concentrate.
- The outside play area is used very well to extend children's physical development, with staff setting up obstacle courses and using a wide range of tools and toys to enable children to climb and balance at varying levels.
- Parents are kept well informed of their child's progress through written 'stepping stones' progress reports and regular meetings with their child's 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 needs to be improved?**

- the layout of the room and corridors, so that staff can organise resources more effectively, and children can access and play with them in an integral way
- the opportunities for children to mark make and measure in all areas of play and have greater opportunities to begin to recognise numbers and familiar words in the outside play area
- the level of staff support available to those children who still require help with self care
- the opportunities for children to develop greater independence skills at snack and lunch times

#### **What has improved since the last inspection?**

This was the first inspection since registration.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are enthusiastic to learn. They are confident at selecting resources and initiate their own play, at times linking up with friends. They listen to one another in circle time and are aware that they take turns when using the computer. Children enjoy 'brain gym', where they stretch and shake their bodies before sitting down to concentrate at an activity. Younger children are not always fully supported to develop their self-care skills and to be independent in accessing the resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact very well with one another, using their language skills to communicate and extend their play, and to initiate their own games, such as 'hide and seek'. They enjoy listening to stories, recalling what happens next in the tale of 'The Enormous Turnip'. They enjoy singing a wide range of songs. Older children are able to form letters of their name and some mark make and draw at the writing table, but mark making and familiar word recognition is not fully encouraged in other areas.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children accurately count the number of chairs, as they are taken away one by one during a game of musical chairs. They sing songs which contain number rhymes and enjoy assembling interlocking puzzles. They are able to sort by colour and shape and count the number of pencils on the writing table up to 10. Some mathematical resources are less accessible to children due to the room layout, and measuring and number recognition are not included in all areas of play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe change as they watch wax melt and then solidify again, and explore the ice melting and then turning to steam. An outing to Kew Gardens enabled them to observe the affect that changing weather has on plants, whilst local visits have involved children learning to cross the road safely. Mounted police have visited and festival celebrations ensure that children have an awareness of their local area and cultures and beliefs. Children enjoy caring for the guinea pig.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children manoeuvre bikes safely around the decking area. They develop their own physical skills using large blocks and crates to climb and balance. They enjoy digging in the garden to look for worms, and are adept at using tools to effect change, such as scissors to create and design collages. Children can name their body parts and are aware of why they need to wash their hands before eating. They move confidently during dance activities, using their bodies to express the music played.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children really enjoy creating and designing. They frequently access the craft area, initiating their own designs and selecting the resources they need to create a 3 dimensional dragon, a kangaroo collage and rainbow designs. Children move with great imagination during the dance session, using their bodies to express the rhythm of the music. They pretend to be speckled frogs at song time. They initiate role play activities with each other, pretending to be animals and babies.

**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**

- improve the layout of the room and corridors, so that staff can organise resources more effectively and children can access and play with them in an integral manner
- provide opportunities for children to mark make and measure in all areas of play and have greater opportunities to begin to recognise numbers and familiar words in the outside play area
- improve the level of staff support to those children who still require help with self care

*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.*