



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 511423

DfES Number: 515948

INSPECTION DETAILS

Inspection Date	26/01/2005
Inspector Name	Denise Rosemary Olsson-Hildick

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Children's House
Setting Address	St. Peter's and St. Paul's Church Hall Church Road Teddington Middlesex TW11

REGISTERED PROVIDER DETAILS

Name	The partnership of Judith Hedge & Kim Stanton
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ORGANISATION DETAILS

Name	Judith Hedge & Kim Stanton
Address	7 Mulberry Trees Shepperton Middlesex TW17 8JL

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

The Children's House opened in 1981 and operates from two rooms and enclosed garden in St Peter and St Paul's Church in Teddington, serving the local community.

There are currently 27 children aged 2 to 4 years on roll. This includes 20 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. The group opens five days a week, term time only from 09.15 to 12.15.

One full time and six part time staff work with the children. Over half the staff have Early Years qualifications equivalent to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the local Early Years Development and Childcare Partnership. The methods of care and learning promote the Foundation Stages of Learning and Montessori teaching methods. The setting supports children with special needs and who speak English as an additional language.

How good is the Day Care?

The Children's House provides a good standard of care. The group has a high staff:child ratio. Policies and records relating to all standards are in place and are generally comprehensive.

The routine provides children with the opportunities for indoor and outdoor play, relaxation and snacks. All staff have a warm relationship with children, talking to and about each one with understanding, pride and affection, taking into account individual needs, temperament, ability and interests. Children eagerly participate in a variety of new or familiar, interesting, stimulating activities and learning is play based. They present as focussed, independent, involved, happy and eager to learn. Children are allowed and encouraged to develop a relationship with the member of staff with whom they feel the most affinity. There is easy access to a wide variety and quantity of toys, materials and stimulating activities. Children often go on outings to stimulate their interest in and knowledge of the wider world. All children are made welcome, their differences valued and their needs met regardless of gender, ethnic

origin, background, ability, religion or language. Materials present a positive image of people from minority groups. Snacks are healthy and nutritious.

The environment is spacious, clean, warm, well-maintained, appropriately furnished and organised to allow children access to the entire area and outside play space. Staff ensure that the environment is safe and that children understand and practice good hygiene. Staff are vigilant in addressing these matters.

Relationships with parents are warm and mutually respectful. Staff work in harmony and partnership, making sustained efforts to support and engage them in an open, honest manner. Staff have a working knowledge of the signs and symptoms exhibited by a child who may have been abused and what action should be taken.

What has improved since the last inspection?

At the last inspection recommendations were made in relation to the development of policies, acquiring written permission from parents for emergency medical treatment and keeping all fire exits clear. These issues have been addressed and all are in place.

What is being done well?

- Support and encouragement are given to children to participate in activities of their choice. Learning is play based and at the child's individual pace. Staff are responsive to and understanding of individual children's temperament, characteristics, interests and needs. This ensures warm relationships are maintained and nurtured.
- Staff manage behaviour in a sensitive and age-appropriate manner which encourages children to develop empathy for others.
- Play equipment is varied, safe and easily accessible which ensures children are eager to explore materials suitable for their ages, interests and abilities.
- Parents take an active role in the group, 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 recording system relating to health and safety risk assessments.

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
6	Develop a risk assessment procedure identifying action to be taken to minimize risks and which is signed and dated.

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

How effective is the nursery education?

The Children's House Nursery offers a high quality education where children are making very good progress towards the Early Learning Goals.

Teaching is of a high standard. Staff set children good examples using praise and encouragement to reward good work and behaviour. They have developed good relationships with the children. They use positive teaching methods with the children and enable them to learn through play. Staff have good knowledge of the Early Learning Goals. Activities are devised with staff knowing the learning intentions and what they want the children to achieve. Records are kept which provide a clear picture of children's progress in all six areas of learning.

Leadership and management are very good. The nursery has a committed and conscientious staff team whose first priority is towards the children and their development. The manager is part of the teaching team and through regular meetings ensures that the whole staff team are actively involved in planning activities, monitoring children's progress and carrying out activities that help children make good progress in their learning. She is able to monitor and evaluate the quality of teaching and encourages staff to access regular training opportunities.

Partnership with parents is very good. Parents are provided with information on the Early Learning Goals and the activities children participate in. The setting encourages parents to be involved in their children's learning by extending activities into their own homes by way of letter of the week. Parents feel able to approach staff to discuss their child's progress at any time as well as being offered termly consultations and annual parent meetings.

What is being done well?

- Children's personal, social and emotional development is promoted effectively through staff acting as good role models, using positive language and developing children's self esteem. They participate in and select their own activities, developing their independence.
- Children have very good relationships with staff and each other. They are confident to speak in large groups, ask questions and sing familiar songs.
- Staff exploit the opportunities to incorporate mathematical concepts into every day activities with the children. They are encouraged to use numbers and calculation to solve practical problems.
- Children investigate and explore the natural world with enthusiasm and interest. They look at objects on the nature table, ask questions about why things happen and how things work.
- Activity planning fully encompasses both Montessori practices and the

foundation curriculum. It allows children to learn through both play and practical experiences. All areas of learning are covered and enable children to explore and investigate at their own pace.

What needs to be improved?

- increase the opportunities for children to learn about the lives of people familiar to them

What has improved since the last inspection?

Progress made since the last inspection is very good.

The setting was asked to:

Reschedule to organisation of the large group session to ensure the interest, motivation and learning, particularly of the four year olds. This has been achieved.

Incorporate information about the Early Learning Goals alongside the information given about the Montessori education in the nursery brochure. Ensure that parents and carers are kept informed about their children's progress and achievement in more formal ways and can share information.

This is now in place.

Ensure the reading skills of four year old children are suitably consolidated, and that they are able to develop appropriate oral skills in the larger group.

Four year olds participate in 1:1 reading sessions with staff to consolidate their skills and the re-organisation of the larger group ensures that their oral skills are developing.

Extend the effective recording of children's progress and achievement to all aspects of the early learning goals and dates of entry.

The format to record children's progress has been extended.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and excited to participate in activities and are provided with good opportunities to develop their independence. They concentrate and focus on activities whilst being confident to join in and speak in a familiar group. They join together with other children to enjoy role play activities. Children have good relationships with staff who are effective in making children feel secure and give good encouragement and support to them when needed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond to stories and rhymes with real enthusiasm. They can speak clearly and confidently either on a one to one basis or in a large group. Children recall a large range of songs with some children being able to sing solos to their peers. Staff listen to children's conversations and by asking questions extend their language. Children are able to write recognisable letters and numbers with more able children starting to link sounds to letters and words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers whilst playing with every day activities and are able to count to 10 and beyond with confidence. They begin to solve practical problems with calculation for example by counting how many children are present and how many nights are left before a birthday. Puzzles and construction resources are used regularly by children to develop their mathematical thinking. They can name basic shapes and can recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enthusiastically investigate and examine information technology and objects such as globes, maps, pine cones and growing flowers with magnifying glasses. They comment about the roots of a developing bulb with interest and know that a baby butterfly is called a caterpillar. A map is displayed with photos of local land marks and children are taken on outings around the local area, but have to few opportunities to find out about the lives of people familiar to them.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities to move, climb, balance and run whilst playing in the outside area as well as during music and singing sessions that take place on a weekly basis. Children confidently use a wide range of small tools such as pens, paintbrushes, scissors and threading games which encourages their fine motor skills to develop. Staff encourage children to become aware of healthy practices after visiting the toilet, before and after eating.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children can sing a large range of simple songs from memory and can match movement to music during the regular music and dance sessions that take place each week. They explore how sounds can be changed and tap out beats. Children regularly use their imaginations in art and design, music, role play and stories. They express themselves in their drawings with the use of different colours and textures and participate in songs using musical instruments and their voices.	
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 improve the following: -
- increase the opportunities for children to learn about the lives of people familiar to them.

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.