



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123098

DfES Number: 531764

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	John Early

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Square One Nursery School
Setting Address	Lady North Hall, Ravenna Road Putney SW15 6AW

REGISTERED PROVIDER DETAILS

Name	Mrs Deirdre Newton King
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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

The Square One Nursery opened thirty years ago. It operates from a single storey community hall in the Putney area of Wandsworth. It serves the children and families from the local and surrounding area.

There are currently 32 children on roll. This includes funded three and four year olds. There are no children with special needs. Some children have English as an additional language.

The nursery open term time only, 09:30-12:15 on Monday, Wednesday and Friday and, 09:30-15:00 Tuesday and Thursday.

The principal is also the proprietor and there are 13 other full or part time staff working with the children. Over half of the staff team hold either a teaching qualification or a childcare qualifications to NVQ level 2 or 3. There are also a number of peripatetic specialist tutors for tennis, French, yoga and music. The nursery is a member of the Wandsworth Early Years Child Care Partnership.

How good is the Day Care?

Square One Nursery provides good care for children.

Practice in the nursery is underpinned by a clear and effective operational plan. The staff are clear about their roles and responsibilities and work well together as a team. They interact well with the children, they join in with the children's activities and they provide good support and direction. The children are confident, happy and well settled.

The environment is child centred, safe, clean and well maintained. There is a very good range of toys, play materials and equipment to meet the children's needs.

The staff supervise the children at all times, making sure the children are safe and secure.

Risk assessments are carried out daily. Most aspects of health and safety are satisfactory.

Good relationships are built with parents. They are positively welcomed by staff who encourage them to help settle the children. Parents have informal discussions with staff or can make appointments to see the manager. Required documentation are well kept and safely stored.

What has improved since the last inspection?

At the last inspection the Nursery was asked to make sure that all staff were vetted, record children's arrival and departure times, draft a lost or uncollected child policy, draft a statement for children with special needs, update the complaints procedure, record any incidents, draft a child protection policy, and seek written parental permission for medication and emergency medical treatment. All these aspects are now in place, which ensures the safety and welfare of the children.

What is being done well?

- Children are provided with a very wide range of toys, play materials and activities to help them in all areas of their development and learning.
- There is a warm and welcoming atmosphere which is safe, secure, clean and well maintained. Staff are very caring to the children giving lots of individual attention.
- The staff encourage the children's independence and good behaviour. The children are well behaved confident and happy.
- There are positive relationships with parents, who are warmly welcomed and kept informed of their children's progress.

What needs to be improved?

- provision for the disposal of nappies and hand drying
- Ofsted's contact details to be made available to parents

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
7	ensure that the provision for the disposal of nappies and for drying hands promotes good health
12	provide parents with Ofsted's telephone number

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

How effective is the nursery education?

Square One Nursery School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for personal, social and emotional development as well as mathematical, physical and creative development is particularly well organised and children are making very good progress in these areas.

The quality of teaching is generally good. Staff manage children very well and form good relationships with them. They plan a variety of activities and understand what children learn from them. They organise the indoor and outside space very well, using resources that create a stimulating learning environment in which children increase their independence.

Staff give children a good level of support and develop children's language by maintaining dialogue with them, asking questions, which encourage them to think and talk. Group activities are presented in a lively manner and staff use praise and encouragement to boost children's confidence. All staff are involved in curriculum planning. However, they do not assess children's learning for all the six areas of learning and children's progress is not recorded.

The leadership and management of the nursery are generally good. The principal is committed, experienced and respected by a consistent staff team. She encourages staff to embrace training opportunities, and conducts regular staff meetings where staff opinions are welcomed and encouraged. There is no system in place that monitors and evaluates the planning of the curriculum.

Partnership with parents is generally good. Parents spend time talking informally with staff and are kept up to date about activities in the nursery through newsletters and an informative notice board. A reading scheme helps parents to be involved in their child's learning, but they do not receive recorded reports about their child's progress and are not sufficiently informed about the foundation stage of learning.

What is being done well?

- Staff promote good behaviour and encourage children to show consideration for others. Their calm and polite manner sets a very good example for children. They encourage children's independence enabling them to grow in confidence; children are eager to participate in the organised activities and free play opportunities that the nursery provides.
- Children have regular opportunities to explore books and understand that print carries meaning. They are encouraged to link sounds to letters and effective teaching helps children explore new words.
- Children mathematical skills are promoted very effectively through a range of

activities that encourages them to look at numbers and shapes. They are given opportunities to solve practical problems and to use mathematical vocabulary.

- Children explore media, materials, music and their imaginations during a variety of activities that are fun and designed to help children communicate their ideas, thoughts and feelings.

What needs to be improved?

- children's assessment records and the monitoring and evaluation of the quality of teaching
- informing parents about the foundation stage of learning and their children's progress within the early learning goals
- the attention given to increasing children's awareness of the different purposes of writing
- the use of everyday technology and programmable toys to support children's learning.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, polite, considerate and show high self esteem. They are confident to speak in a familiar group and can sit quietly and concentrate when they need to. They form good relationships with staff and each other and spend time relating stories to staff about past experiences. Independence is encouraged with children selecting resources for themselves; some children are able to pour their own drinks, serve snacks to other children and set the table for lunch.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories, anticipating what comes next. They share their experiences with staff and peers and take part in role play, re-enacting stories with imagination and enthusiasm. They explore the meaning of new words and are able to recognise letters, with many children sounding out letters phonetically. Children enjoy looking at books, and some children are beginning to read simple words. They practice writing during structured activities, but do not write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count reliably, write and recognise numbers up to 10. They practice subtraction and addition using familiar songs and rhymes, and each child has a number book that is worked on to help with their understanding. Children are encouraged to use mathematical terms to describe and compare shape, quantity, position and size. They use mathematical ideas to solve practical problems and can recognise and recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate objects and materials using their senses. They look closely at similarities, patterns and change whilst studying living things. They construct models using a wide range of different materials and learn about things in their local area such as the different houses people live in and what a roof is made of. Children have limited opportunities to use everyday technology, or to use programmable toys to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with control whilst climbing and balancing and, confidently use tricycles and cars in the garden area. They learn about how to keep themselves healthy, and attend yoga classes where the importance of exercise is emphasised. Children use small world equipment in their play and learn co-ordination using balls skills such as kicking, catching and throwing. They handle tools such as scissors and cutlery with confidence, and construct using malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children regularly talk about colour and texture during their activities; art work shows two and three dimensions have been explored using a variety of materials. Music is used to recognise sound and children regularly listen to music from different parts of the world. Weekly music classes are organised where children play different instruments. Children use their imaginations during art and design, music and role play, and respond to their senses during organised activities.

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

- review the curriculum planning so that the stepping stones of the early learning goals are incorporated, recorded and identified; ensure activities are evaluated for their effectiveness and observations are conducted on all areas in the foundation stage of learning
- provide parents with curriculum information so that they can understand the early learning goals and intentions of the activities, and ensure they are given recorded reports with regular opportunities to discuss their child's progress and development with key staff
- ensure children are given regular opportunities to learn about everyday technology and to use programmable toys to support their learning; provide children with more opportunities to write for a variety of purposes

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.