



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109171

DfES Number: 585542

### INSPECTION DETAILS

Inspection Date 18/11/2004  
Inspector Name Marnie Downes

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Grassroots Nursery School  
Setting Address The Studio, 24 Ashley Road  
Hampton  
Middlesex  
TW12 2JA

### REGISTERED PROVIDER DETAILS

Name Atime Childcare Ltd

### ORGANISATION DETAILS

Name Atime Childcare Ltd  
Address Atime Childcare Ltd, c/o Sally Mortimer  
First Floor, 30 High Street  
Maidstone  
Kent  
ME14 1JF

## 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

Grassroots Nursery School is run by Atime Childcare LTD. It opened in 1974 and operates from two main purpose built premises. It is situated in Hampton near Hampton train station. A maximum of 35 children attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 40 children aged from three months to five years on roll. Of these eight children receive funding for nursery education. Children come from a wide catchment area and attend for a variety of sessions. The setting currently supports children with special educational needs and who speak English as an additional language.

The nursery employs thirteen staff. Ten of the staff, including the manager hold appropriate Early Years qualifications. One member of staff is currently working towards a recognised Early Years qualification. The setting receives support from the Early Years Development and Childcare Partnership. They are following the Foundation Stages of Learning and Birth to three matters.

### How good is the Day Care?

Grassroots Nursery provides good quality care for children overall.

The nursery is well organised and staff have a clear understanding of their roles and responsibilities. They offer a friendly child centred environment that is stimulating for children. Staff are deployed effectively throughout providing children with consistency of care. Children are based in two main rooms for under or over two's. Each room has different areas within aimed at meeting the children's needs; children under two have separate eating and sleeping areas and older children have a small group areas for curriculum work. Documentation is clear and enables the nursery to be managed effectively, however daily records of attendance lack some relevant information.

Effective systems for security are in place including the safe arrival and collection of children. Staff have a good awareness of safety issues inside and outside, although the back garden gate poses a potential hazard. Ten members of staff have up to date First Aid training. All staff understand the importance of good hygiene routines, but some cleaning equipment is stored within the children's upstairs bathroom. Children's individual needs and routines are fully respected and they are offered a healthy and varied menu throughout the week.

A range of toys and play activities are provided that are suitable for each child's age and stage of development. Resources support the needs of all the children and provide them with opportunities in all areas of learning. Children are interested and keen to learn. Children with special needs are supported well. Staff are consistent in their approach to managing children's behaviour offering good levels of praise and acknowledgment.

The nursery works in partnership with parents and has an open door policy. There is a daily exchange of written information for children under two and parents have commented positively about the provision on the Ofsted questionnaires returned.

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

Not applicable.

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

- Good attention is given to documentation. Evidence is in place to show that all staff are vetted and their qualification certificates are displayed. Parents receive clear information in the nursery brochure on the service provided.
- Good staff to child ratios are implemented for both children under and over two years old. On the day of inspection seven out of the nine staff members present have relevant childcare qualifications.
- Children are provided with very good levels of interaction. Staff in both rooms are extremely caring towards the children, giving them the appropriate amounts of affection and time to ensure they are happy and secure in their environment.
- Children's individual routines are respected and adhered to by staff in both rooms, especially in the baby room. Older children's independence is fully encouraged and this is apparent with children over two when preparing for meal times.
- Staff manage children's behaviour well. Children are rewarded with praise and stickers to acknowledge their positive work and behaviour. Children are keen to do well and are aware of their boundaries

#### **What needs to be improved?**

- the system to record staff and children's attendance

- security of the garden area
- storage of cleaning equipment.

**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.)**

Since 1st April 2004 Ofsted have not received any complaints about this provider.

**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	ensure that the back garden area is made fully secure
7	improve hygiene practice by making cleaning materials inaccessible to children in the upstairs bathroom
14	ensure the daily record of staff and children's attendance includes the times of arrival and departure

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

### How effective is the nursery education?

Grassroots Nursery School offers high quality nursery education where children are making very good progress towards the early learning goals in all areas.

Teaching is very good. Staff have a good knowledge of the foundation stage, which enables them to plan a range of interesting activities and learning opportunities. Staff know children well and have good relationships with them. They provide good support to enable children to learn at their own pace. Records to show children progress through the stepping stones, are in the early stages of development. Rooms are well organised to promote children's independence and learning. Children move around the rooms with confidence making choices and enjoying their play. They have good opportunities to participate in free play and focused activities, and have access to a very large range of good quality resources.

Children receive particularly good support in personal, social and emotional development. Emphasis is placed on promoting children's self-image and self-esteem, opportunities are provided that enable co-operation and the importance of working together. Children are very confident and display high levels of involvement at chosen activities. They enjoy focused activities which are developed around themes and linked to all areas of learning.

Leadership and management of the setting is effective, with clear plans in place for ongoing development. The manager is committed to providing good quality education for children and these aims are clearly understood by staff. The staff team create a harmonious learning environment where children feel safe and included.

The partnership with parents is very good. The nursery works effectively with parents. Good information is provided about the setting and themes covered. An open door policy is in operation where parents can discuss their children's progress on request. Parents receive good information on the foundation stage of learning.

### What is being done well?

- Staff's ability to create a harmonious and inclusive environment where children feel safe and secure. Children display high levels of involvement and enjoy participating in chosen and focus activities.
- Positive relationships between staff and children. Staff are calm and polite in their manner they encourage the children to be polite, considerate and to value each other.
- Activities that supports children's independence and develop their personal, social and emotional skills. Children are confident in selecting resources. They show good imagination in role play and are confident in expressing their

ideas.

- The manager and staff team are very committed to improvement and are always looking at ways to improve the nursery provision.
- Staff work effectively with parents providing comprehensive information about the setting, share activities provided and children's progress.

#### **What needs to be improved?**

- Continue to develop records to show children's progress through the stepping stones.
- Consider how information is shared with parents about their children's progress.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to learn, participating fully in chosen activities. They make good relationships with staff and peers and are happy to share and take turns. Behaviour is good and staff promotes being kind and considerate to each other. Children have good self help skills confidently serving themselves at snack time. Well-planned activities enable children to learn about other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good opportunities to extend and develop vocabulary. They interact confidently with staff and each other and are confident in discussing and sharing ideas. Children access a range of reading materials and use books independently. Children explore writing through activities and in their writing books. Staff encourage children to make links between sounds and letters and children recognise their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident counters and use numbers in everyday situations. They are able to recognise numbers 1-10 and beyond. Practical opportunities are provided for children to explore addition and subtraction. They use mathematical language to compare shapes and use shapes to recreate recognisable objects such as cars, house and kite. They are beginning to know the difference between big, small, full and empty.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's learning of the natural world is supported through themed activities by looking at planting, growing and closely examining mini-beasts. In learning about Diwali, they make divas, dress up in a range of costumes and listen with interest to the festival stories and music. Children operate computer programmes and programmable equipment with skill and confidence. Nature walks enable children to closely look at features of their environment e.g. old and new buildings.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are set a range of challenges to promote their physical development. They move confidently around obstacles and in and out of small spaces. They show awareness of space when riding bikes and pushing prams. They handle pens, pencils, glue sticks, scissors and craft materials with confidence and control. They talk about the effects of the different seasons to their body.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express themselves through a variety of activities. Role-play is well planned for, and children enjoy the home corner, doctor's surgery, post office and dressing. A very wide selection of craft activities and free art is provided daily where children explore colours, texture and shapes. Music plays throughout the day, children sings songs while participating in activities. Children explore sound using and listening to a variety of musical instruments.

**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 the following: -
- Continue to develop records to show children's progress through the stepping stones.
- Consider how information about children's progress is effectively shared with all parents.

*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.*