



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143814

DfES Number: 581741

INSPECTION DETAILS

Inspection Date	21/07/2004
Inspector Name	Jamila Aslam

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Studio Day Nursery
Setting Address	93 Moore Park Road Fulham London SW6 2DA

REGISTERED PROVIDER DETAILS

Name	Miss Jennifer Williams
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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 Studio Day Nursery has been registered for seventeen years.

The Nursery is situated in a house located in a residential area of Fulham and is open from 08:00 to 19:00 Mondays to Thursdays and 08:00 to 18:30 on Fridays.

There are two ground floor class rooms, a play and art room a book corner, and a computer area within the wet/sand play room. There is also a further play room in the basement.

The Nursery has a kitchen, laundry facilities, a staff room, nappy changing areas with separate toilets for staff and children.

There is no outside play area and the children are taken out daily for outside activities to the local parks.

The nursery currently employs 11 staff including the Manager, three Deputies, a cook and cleaner.

80% of the staff hold a recognised childcare qualification, these include Nursery Nursing Examination Board (NNEB), Montessori Teaching, National Vocational Qualification in Childcare (NVQ) at levels 2 and 3.

The Nursery follows Montessori methods, and the Early Years Foundation Stage for children's learning and development. The Nursery is a member of the Early Years Childcare and Development Partnership, in Hammersmith and Fulham.

How good is the Day Care?

The Studio Day Nursery provides a good standard of care.

The Nursery offers a bright and welcoming environment for children and parents. There is a clear operational plan which outlines and includes the aims and objectives of the setting and there are appropriate systems in place to show when visitors are

present. Staff are suitably experienced and qualified and have a clear understanding of their roles and responsibilities. They work well together as a team and supervise children appropriately so that children feel safe and secure. Staff use consistent behaviour management methods. There is a wide range of resources and activities which supports children's early learning, play and development well.

Children are offered nutritious snacks and drinks which take into account the children's individual dietary requirements. Staff are vigilant about children's safety and take positive steps to teach children good hygiene practices. All aspects of safety are good, and there are appropriate risk assessments in place with reference to Health and Safety and daily activities.

There is a strong emphasis on partnership with parents, this enables the appropriate care given to the children. The written policies and procedures are made available to parents at each session. There is a record of visitors in place, the register of attendance is in place however this does not record the child's arrival and departure times, all other required records are kept and were available for the inspection.

What has improved since the last inspection?

At the last inspection the provider agreed to make any dangerous substances inaccessible to children. All bleaches and any cleaning products are stored in a locked cabinet in the basement which ensures that children do not have access to dangerous substances.

The provider agreed to conduct risk assessments of the premises. All appropriate risk assessments are completed which ensures that children are not at risk from hazards.

The provider agreed to seek parental permission, at the time of a child's placement, for any necessary emergency medical advice or treatment in the future. Parental permission has now been sought for each individual child, this information is recorded on the child's registration form to ensure that children receive appropriate medical assistance.

The provider agreed to ensure that electrical leads are made safe. There are no appliances with electrical leads in use, if there are they are made inaccessible to the children to ensure children's safety.

What is being done well?

- There is a wide range of good quality resources available. Staff plan and provide stimulating activities to support children's development. Children have opportunities to make good progress in all areas of their development. Children are interested, enjoy the activities and have fun.
- There is a good behaviour management policy which is followed through in practice by the staff.

- Staff use appropriate methods to support children's behaviour. They use praise and encouragement and are sensitive when explaining to children why certain behaviour is unacceptable. Children are very well behaved, they are co-operative with staff and show a willingness to learn through planned play activities.
- The staff place a strong emphasis on children's safety with thorough policies and procedures in place which staff follow in practice. There are regular risk assessments of the premises to ensure children are safe.
- There are suitable health and hygiene procedures within the nursery, and the staff promote good health and hygiene routines with the children, for example washing hands after painting activities.
- Partnership with parents is valued. Parents receive good information about the setting and their child's developmental progress. Parents are able to take their child's developmental records home overnight. Staff are available to talk to parents and update parents about their children's progress at parents evenings as well as on a daily basis on arrival or collection. There is a termly parents newsletter written and published by the Manager with information about events at the Nursery. Good communication between staff and parents ensures that children are cared for in accordance with parents wishes.

What needs to be improved?

- the details of attendance in the attendance register

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	Ensure the record of attendance includes hours children and staff attend.

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

How effective is the nursery education?

The Studio Day Nursery offers good quality nursery education, where children are making generally good progress towards the Early Learning Goals. They make very good progress in mathematics, and communication, language and literacy. The children's behaviour is very good, they are able to share and take turns, are motivated, enthusiastic, and concentration is good. Children would benefit from having the opportunities to use programmable toys and equipment such as tape recorders to listen to stories or record their own voices.

The quality of teaching is generally good, staff provide good role models for the children, and interact in a positive and caring manner. They plan a varied and interesting programme of activities through Montessori methods of teaching and those based on the Foundation stage. Good support is given to children with English as a second language. However the organisation of story time does not provide four year old children with sufficient challenges, and the structure of the day provides limited opportunities for children to initiate and be spontaneous in their play. Staff have a satisfactory understanding of the Early Learning Goals, although further development is required to link the planning to children's individual progress.

Leadership and Management is generally good. The registered person is actively involved in the day to day running of the setting and the manager works directly with the children. Staff receive good support and are encouraged to update their knowledge by attending further training. Both the registered person and the manager are committed to providing good practice and developing the overall planning.

The setting works closely with parents, although the methods of communication used with them to gain information about what their child can do on entry to the setting is not effective.

Parents are kept informed of their children's progress on a regular basis.

What is being done well?

- The programme for Communication, Language and Literacy is very good. This is partly due to the staff's ability to skilfully question and engaged children in conversation, and to build their confidence through offering lots of praise and encouragement. The children are developing good pre writing skills, through practical activities. They have lots of opportunities to recognise and learn letters and words.
- Staff are positive role models they are polite and respectful, this is reflected in the very good behaviour which is praised. Motivation to participate and learn is encouraged.
- Children are developing good independence skills through selecting their own

resources. They are confident, and able to work well independently and in small groups.

- The programme for mathematics is very good. Children have very good opportunities to explore mathematical concepts through weighing, sorting, matching and recognising patterns and shapes. Children are able to count in familiar context, and they use a range of Montessori equipment to reinforce and consolidate their learning.
- Children have good opportunities to explore the world they live in and to look at living things. They have good opportunities to use their senses, whilst exploring their environment and using natural materials during practical activities.
- Children have good opportunities for planned physical activities, where they can move around confidently and with increasing control.

What needs to be improved?

- the organisation of the day; story times to ensure the educational needs of all children particularly four year olds are sufficiently challenged
- further opportunities for free play to foster the initiative of the four year olds and to promote children's spontaneity and choice in their play to enable them to develop their creativity and imagination
- the resources for children to explore technology
- the planning to clearly identify learning outcomes achieved by individual children and the plans made as a result, to progress and extend their learning
- improve methods of obtaining and sharing information from parents about what children can do on entry to the setting

What has improved since the last inspection?

Overall generally good improvements have been made in addressing two of the four key issues raised at the previous inspection.

Relevant observations are recorded for each child by all members of staff, these link to the six learning areas. The observations are collated to develop an overview of what each child can do and track their progress towards the early learning goals.

Early reading and writing skill for four year olds has been developed by providing children with more frequent opportunities in their activities and in the daily Montessori methods of teaching.

Areas that still need further development are to reconsider the grouping of children to enable the four year old children to have more challenging stories, and to foster the initiative of the four year olds, and offer all children more opportunities to exercise choice within the structure of the day.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and relate well to each other and adults. They display a high level of involvement in activities, selecting and using resources confidently and independently. Although the organisation of story time does not provide sufficient challenge for four year olds and the structure of the day does not promote enough opportunities for spontaneity in play. Behaviour is very good and they model the consideration and respect staff show them in developing relationships.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate articulately and confidently. They engage easily in conversations with each other and adults. Children with English as a second language are supported well, particularly by staff with relevant language skills. Children enjoy books and listening to stories they are able to self select and handle books confidently. Many children can write their own names. They have very good opportunities to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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There are regular opportunities to explore a range of mathematical concepts. They use mathematical language appropriately and can count up to 10 and beyond. Children solve problems using mathematical concepts using Montessori resources. Children have opportunities to consolidate and develop their number skills and practice addition and subtraction through planned activities such as cooking. They have good opportunities to weigh, sort, position, and size objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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There are good opportunities for sensory exploration. Children learn about the natural world through topics such as life cycle of frogs and butterflies, and growing plants. Children enjoy using magnifying glass to look at the changes of tadpoles. They talk about everyday experiences in their lives. There are limited opportunities for the development of ICT skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move around confidently with increasing control and are beginning to show an awareness of space. Children have good opportunities for planned outdoor exercise, and show increasing skills in balancing, climbing throwing and catching a ball. However spontaneity of rigorous physical exercise is limited. Children use tools with and equipment with confidence such as cutting with scissors, polishing small items and using cutlery.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to participate in various activities using all senses. They enjoy role play but spontaneity in this is limited due to the organisation of the day. They explore different materials and media and can describe a range of colour and texture, shape and form in two and three dimensions. Children use recycled materials for example in junk modelling and have access to wooden Montessori equipment to explore the senses. They regularly produce creative art work.	
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

- ensure group teaching meets the educational needs of develop the children
- increase opportunities for children to be spontaneous, developing their creativity and imagination
- further develop the planning linked to the assessment records; clarify the outcomes of learning achieved by individual children and the plans made as a result to progress and extend their learning
- develop the methods of communication used with parents to share and use the information effectively about what children can do on entry to the setting

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.