



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY283772

DfES Number:

INSPECTION DETAILS

Inspection Date 01/11/2004
Inspector Name Ann Law

SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care
Setting Name Asquith Nursery/Creche - Hull
Setting Address David Lloyd Leisure
Gibraltar Road
Kingswood Retail Park
Hull
HU7 3DB

REGISTERED PROVIDER DETAILS

Name Asquith Nurseries Limited 3077271

ORGANISATION DETAILS

Name Asquith Nurseries Limited
Address Orbital House
Park View Road
Berkhamsted
Hertfordshire
HP4 3EY

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

Asquith Nursery/Crèche - Hull is one of 150 nurseries run by Asquith Court Schools Ltd and is a private organisation. It opened in 1999 and operates from rooms in David Lloyd Leisure, on a large industrial estate in Kingswood, Hull. A maximum of 61 children may 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. The Crèche is open seven days a week for 51 weeks of year. Monday to Friday from 09:00 to 17:00, Saturdays from 10:00 to 16:00 and Sundays from 10:00 to 14:00. All children share access to a secure enclosed outdoor play area.

There are currently 98 children aged from birth to under 5 years on roll. Of these, 17 children receive funding for nursery education. The nursery supports a number of children who speak English as an additional language.

The nursery employs 20 staff. Of these, 13 including the manager, hold appropriate early years qualifications and two staff are working towards a qualification.

How good is the Day Care?

Asquith Nursery/Crèche - Hull provides good quality care for children. The setting is clean, attractively decorated with displays of children's artwork and has a welcoming atmosphere. Space in each room is used effectively with clearly defined areas for play. Children independently access a very good range of toys and activities, which reflect the diversity of our society. A comprehensive range of policies and procedures provide a clear outline of the groups working practices. The majority of staff have recognised childcare qualifications and all staff are deployed effectively through a key worker system. All of the required documentation is in place, but not all are fully implemented.

Staff have a reasonable awareness of risks to health and safety and detailed risk assessments are in place. However, some require review in order to be fully effective. Security within the setting is given high priority and stringent procedures are in place. Children's hygiene routines are promoted well and staff act as good role

models. Staff have an excellent awareness of children's individual needs, particularly with regard to diet, language and ability. Good quality meals are served which take into account children's dietary requirements.

Staff work within designated areas providing children with continuity and familiarity. Good relationships are held between children and staff and positive methods are used to manage children's behaviour effectively. A well planned routine and stimulating activities allow children to develop decision making skills and promote their confidence and self esteem.

The setting has a positive relationship with parents and a variety of methods are used to provide them with detailed information about the provision and very good information regarding their child's developmental and educational progress.

What has improved since the last inspection?

not applicable

What is being done well?

- The setting is committed to improvement in all areas of the provision. They are working towards a nationally recognised Quality Assurance award and have development plans in place for all areas of the setting which are regularly reviewed. Staff have personal development plans in place as part of their appraisal process to ensure the effectiveness of the staff in the setting.
- Vigilant procedures are in place to meet the special dietary needs of children and safeguard their health. These are supported by a meaningful allergy policy which is fully implemented. Individual care plans are in place for children with allergies and staff have received additional training in the case of emergencies.
- The nursery are committed to ensuring the inclusion of children with English as an additional language. They actively seek information from parents and implement strategies to include the child's first language in the day to day routine of the nursery.
- The partnership with parents is very good. Staff take the time to speak personally to parents on a daily basis, to ensure they are fully informed of their child's time in the nursery and individual records of achievement chart children's developmental and educational progress.

What needs to be improved?

- organisation with regard to the improvement of the registration of visitors
- safety regarding the review of risk assessments
- documentation for medication.

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 the last inspection 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
2	Improve the use of the visitor's book and include the date of the visit, so it is more effective in recording all the visitors on the premises at any one time.
6	Review risk assessments with particular regard to the storage of sharp knives in the play rooms.
14	Implement the use of the revised medication forms to ensure parent's acknowledgement of any medication administered is gained.

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

How effective is the nursery education?

Asquith Nursery/Crèche - Hull Nursery provision is of good quality overall. Children are making generally good progress towards the early learning goals. Provision for their communication, language and literacy, mathematical, knowledge and understanding of the world and creative development is particularly good. Children make very good progress in these areas.

The quality of teaching is generally good. Staff have a generally good planning process in place to enable children to work towards the early learning goals. However, short term plans do not have clear learning intentions, which results in some children being inappropriately challenged in some areas of learning. Staff are deployed well in a routine which offers interesting and stimulating activities and positive interactions take place with the children

The leadership and management is generally good. Comprehensive and clear policies and procedures contribute to the organisation of the setting. However, the lack of a rigorous system to ensure all staff are involved in the planning of activities means that not all staff are aware of the intended learning for children. Advice is sought from an educational consultant to evaluate the nursery education and regular appraisals monitor the effectiveness of the staff.

The partnership with parents is very good. Parents are provided with a regular flow of good quality information regarding the curriculum and how they can be involved in their child's learning. The information they receive regarding their child is effective in informing them of their child's progress towards the early learning goals.

What is being done well?

- The setting is very language rich and children's early reading and writing skills are developing very well. There are a wide range of mark making opportunities throughout the setting which children use to ascribe meanings to marks in play.
- There are very good resources for information and communication technology. Children competently operate simple equipment from a wide range of resources and clearly show enjoyment and pride in their achievements.
- Children have a good sense of time and place and are able to talk about, and describe with detail, past and present significant experiences in their lives.
- Children's mathematical development is very good. They make full use of activities to include number in their play and talk confidently about the shapes and sizes of everyday objects.

What needs to be improved?

- the management of large group time to allow all children to take part and to avoid inappropriate behaviour from some children
- the attention given to increasing children's opportunities to construct with large materials
- the short term planning to ensure the learning intentions for children are clearly stated and based on the stepping stones or early learning goals according to the child's stage of development and the development of a system to ensure that all stepping stones will be covered sufficiently over time.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The two key issues related to mathematics and have been fully addressed.

Children have been provided with a variety of opportunities to think, talk about and record numbers and are involved in practical activities to help them develop awareness of comparison, adding more and taking away number. New resources have been purchased and are attractively displayed in the maths area, encouraging children to access them independently. Planning now ensures that a mathematical activity is included every day. This has resulted in children being very confident with number.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have friendly relationships with each other and are generally well behaved. However, some children do not follow agreed codes for behaviour in large group situations, such as can you listen please and do not always show care or concern for others. Children have good levels of independence, selecting resources and performing personal care routines. They are confident in the setting and are proud of their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children write for a purpose and ascribe meanings to marks in play across all areas of the provision. They enjoy books and are aware that print carries meaning, handling them appropriately. Children show enthusiasm at song time joining in with repeated refrains. They use language well to describe their life experiences, for example a visit to Hull Fair. Children manipulate objects with increasing control and form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Full use is made of activities to allow children to describe and compare shape, position, size and quantity. Children are very confident in their use of mathematical and positional language, applying it to bricks, shells and play dough shapes. Older children count reliably to ten and beyond, showing an enjoyment of number and using it frequently in play to solve simple problems such as how many wheels they need for the car they are building.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children eagerly explore and investigate using their senses and enjoy the smell of lavender water. They confidently and independently use resources for ICT, completing simple programmes with good control of the mouse. Children have a good sense of time and place and recall past and present events, for example a Halloween party and discussions of the weather. They are developing awareness of different cultures and beliefs through visitors to the setting and topics.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate skill and control using equipment such as pencils, scissors and threading laces. They use space effectively in physical play to negotiate around obstacles when playing a stop and go game. Children are competent in moving in a range of ways, for example climbing and jumping. However, they do not construct with large materials such as cartons, lengths of fabric or planks. Children are becoming aware of a range of healthy practices such as drinking water and eating healthily.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express themselves freely in many areas, for example, mark making and sand. They can communicate their ideas and experiences through imaginative play, being very realistic monsters with facial expressions and noises to match. Children show great interest in musical instruments and enthusiastically make music, noticing how sounds can be changed, such as the vibrations caused by cymbals.

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 management of large group time to allow all children to take part and to avoid inappropriate behaviour from some children
- increase children's opportunities to construct with large materials, e.g. cartons, lengths of fabric, planks
- improve the short term planning to ensure the learning intentions for children are clear and based on the stepping stones or early learning goals according to the child's stage of development and develop a system to ensure that all stepping stones will be covered sufficiently over time.

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.