



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY286524

DfES Number: 583495

INSPECTION DETAILS

Inspection Date	10/03/2005
Inspector Name	Doreen Forsyth

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Asquith Nursery - Ridgeway
Setting Address	Inverary Road Wroughton Swindon Wiltshire SN4 9DL

REGISTERED PROVIDER DETAILS

Name	Asquith Court Nurseries Limited 3077271
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ORGANISATION DETAILS

Name	Asquith Court 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, Ridgeway, opened as a pre-school in 1993, and was re-registered as an Asquith Nursery in 2004. It operates from its own buildings, within the school grounds, at Ridgeway Junior School, Wroughton, near Swindon, Wiltshire. The setting is one of a chain of nurseries owned by Asquith Court Nurseries Ltd. The nursery serves the surrounding urban and rural areas.

There are currently 95 children aged from 3 months to 5 years on roll. This includes 40 children in receipt of government funding for nursery education. Children attend for a variety of sessions. The setting supports children who have special educational needs or for whom English is an additional language.

The nursery is open Monday until Friday from 08.00 to 18.00, for 51 weeks of the year.

Twenty full- or part-time staff work with the children, twelve of whom have relevant early years qualifications. Three members of staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership, and has achieved National Day Nurseries Association 'Quality Counts' accreditation.

How good is the Day Care?

Asquith Nursery, Ridgeway, provides good care for children. The setting is well organised with all required documentation in place, ensuring children's welfare and safety is maintained. The management team is experienced and well qualified, they value and encourages staff training and development. New staff are suitably inducted and supported. The setting is welcoming to young children and their families. It is clean and appropriately maintained. There is scope to develop the daily routines and use of space to enhance the provision further. The nursery is well resourced.

Staff are very aware of the importance of good health and safety arrangements, they

are vigilant about the safety of the children in their care. The setting is safe and secure. Staff follow good health and hygiene practices and maintain all necessary records. The nursery provides children with well-balanced, healthy meals and snacks and regular drinks. Staff ensure children's individual dietary requirements are well recorded. The nursery provides good care for all children. A well-qualified Special Needs Co-ordinator ensures children's individual needs are met. All staff are aware of the procedures to follow if they have child protection concerns.

Staff plan a wide range of play activities for all the different age groups in the nursery. Babies and toddlers follow a plan of activities that help them to develop and learn very well. Staff record all children's progress, helping them to move on in their learning. Individual plans are put in place if children have specific learning needs. Staff ensure children have access to outside play. They value and praise children's good behaviour.

The nursery works in close partnership with parents and carers. They are kept well informed about the nursery and about their children's daily activities and progress. Each day staff exchange written and verbal information with parents. A suitable complaints procedure is in the informative parent's pack.

What has improved since the last inspection?

not applicable.

What is being done well?

- Records, policies and procedures are very well kept. They are used to help ensure the nursery operates smoothly. All policies are easily available to parents. Parents have access to any records kept on children's progress.
- The nursery has a strong partnership with parents. Parents are well informed about the setting. There are attractive notice boards and the planning is displayed for all age groups. Parents are welcomed into the setting and have written and verbal information about their child each day. They are invited to parents' and open evenings.
- The setting promotes an ethos of inclusiveness. All children are welcomed into the nursery. Staff know the children well, and use appropriate strategies to ensure children's individual needs are met.
- The staff in the baby unit offer a high standard of care. Babies are able to be involved in stimulating activities that help them to learn and develop well. At the inspection they were enjoying exploring water and musical instruments.
- Staff are very aware of health and safety issues. They use correct procedures to implement health and safety requirements and are very vigilant about keeping children safe and secure. They ensure children have healthy and nutritious meals and snacks and any special dietary requirements are well recorded.

What needs to be improved?

- the organisation of some daily routines, so that children are not waiting for too long, for example when sitting waiting for their lunch
- the organisation of space in the pre-school and 'badgers' rooms.

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.)

There are no complaints to report.

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 children are not waiting for longer than necessary periods in their daily routines.
4	Ensure that the available space is organised well to meet the children's needs.

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

How effective is the nursery education?

Asquith Nursery, Ridgeway, provides good quality provision, which helps children to make generally good progress towards the early learning goals. Knowledge and understanding of the world, communication, language and literacy, mathematics and physical development are particular strengths of the setting. In these areas children's progress is very good.

Teaching is generally good. The staff plan and provide a wide range of interesting, practical activities to help support children's learning, although some craft activities are overly directed. The staff value the children's work, for example their models, and provide an extensive range of easily accessible resources. They support children well in developing their independence, confidence and self-esteem, but do not effectively manage whole group times to promote their concentration skills. They ask children good indirect questions to make them think, reinforce and extend their learning. Assessments are not always completed. The staff offer very good support to children with special educational needs.

Leadership and management are generally good. The manager and the lead practitioner are experienced and well qualified. Regular written evaluations are undertaken of the effectiveness of the educational programme, however, assessments are not always monitored successfully. The group has a generally good awareness of its strengths and areas for development. It is committed to offering good quality provision and is starting to put appropriate strategies in place to support future improvement.

The partnership with parents and carers is very good. Parents are provided with regular, good quality information about the educational provision. They are kept well advised about their child's academic progress and are invited to contribute to assessments. Parents are encouraged to become involved in their child's learning.

What is being done well?

- The staff have a very successful partnership with the parents and carers. The parents are kept well informed about their children's progress through termly reports, parents' evenings and informal discussion. They are encouraged to share their knowledge about their child, to aid staff's initial and ongoing assessment. Parents are encouraged to become actively involved in their child's learning, both within the setting and at home.
- The children have a very good range of vocabulary, which they use confidently when talking to peers and adults. They have a good understanding of letter sounds and quickly recognise familiar words in print. Children thoroughly enjoy exploring books and have varied, practical opportunities to practise their early writing skills.

- The children use numbers and mathematical language confidently. They count accurately and quickly recognise numbers when written as labels. Children take part in meaningful activities to explore shape, space and measure. They thoroughly enjoy calculating and solving simple mathematical problems as part of the daily routine.
- The children welcome meaningful visitors to the group to help them develop their awareness of the wider world and their understanding of a range of cultures and beliefs. They love designing and building with construction materials and have varied stimulating opportunities to develop their information and communication technology skills.
- The children move confidently and freely, both within the building and outside, demonstrating good spatial awareness. They handle a wide variety of equipment, tools and materials safely, showing good coordination and control. The children have a good understanding of the importance of good hand washing and hygiene practices within the nursery.

What needs to be improved?

- the staff's management of children's behaviour during whole group activities to help children in developing their concentration, and staff's time management of structured, whole group activities to ensure the timings are developmentally appropriate to meet the needs of the children attending
- the staff's programme for monitoring and assessment, to ensure regular assessments are completed across all areas of development and cluster groups
- the staff's planning of activities involving craft, to ensure the opportunities are consistently child centred and provide children with the chance to initiate and develop their own creative and imaginative ideas.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

As a result of the last inspection, the group was given the following point for consideration:

As the updated 'record of achievement' is introduced, review it regularly to ensure that the new system of recording is manageable, workable and effective in practice.

The setting introduced the record of achievement assessment scheme. The management team regularly reviewed the system and found it unsuitable for their needs in promoting children's educational development. They have recently introduced a new tracker system which they are finding manageable and workable in supporting the observation and assessment system.

However, there are some gaps within the children's assessments which have not

been identified by staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, enthusiastic, independent and motivated to learn. They are forming positive relationships with others and enjoy sharing their news, such as children spontaneously telling adults, 'Daddy said I'm going to ballet lessons' or 'I had a ride on an aeroplane and a bus'. However, children do not always behave appropriately or show good listening skills during whole group activities, particularly when required to sit for extended periods.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children use language confidently, such as when a child informed staff 'If you've got short sleeves you don't need to roll them up'. They have a good understanding of letter sounds and through focused activities, including letter of the week, are developing their awareness of how to link sounds and letters. Children enjoy exploring books, especially spontaneously in small groups. Children have varied opportunities to practise their name writing and to develop early writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently and accurately, such as when counting peers and quickly recognise numbers as labels. Through activities such as making mosaic patterns, completing puzzles and sequencing objects by size on the computer, children are developing their awareness of shape, space and measure. Children love calculating and solving simple problems posed by adults, such as 'How many plates do I need for your table?', or 'If one of your frogs hops away, how many would you have left?'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Through practical activities such as dressing in saris, using chopsticks or the local vicar baptising a doll, children are developing their awareness of a range of cultures and beliefs. Children welcome meaningful visitors to the setting, such as an airline pilot, the police and a dentist to help children develop their understanding of the wider world. Children love designing with construction and regularly use information and communication technology to support their play and learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely both inside and outdoors. They demonstrate good spatial awareness and take part in planned weekly activities in the school hall to promote their large muscle skills. Children handle a wide variety of equipment, tools and materials confidently, whilst showing good coordination and control. They have a good understanding of the need for hand washing routines, 'You've got dirty hands', and 'You might get germs'.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy exploring colour, texture, shape, form and space, such as when playing with water using funnels and piping, or chalking on outdoor black boards. They sing a repertoire of songs from memory and regularly investigate a good range of musical instruments. Children love to use their imagination, particularly through construction design and role play. However, children do not consistently have the chance to take part in planned craft activities which are child centred.	
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 children's behaviour during whole group activities to help children in developing their concentration. Review the time management of structured, whole group activities, to ensure the timings are developmentally appropriate to meet the needs of the children attending
- develop the programme for monitoring and assessment, to ensure regular assessments are completed across all areas of development and cluster groups.

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.