



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY285402

DfES Number:

INSPECTION DETAILS

Inspection Date 25/11/2004
Inspector Name Victoria Vasiliadis

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Asquith Nursery - Hounslow
Setting Address 20 Montague Road
Hounslow
Middlesex
TW3 1LD

REGISTERED PROVIDER DETAILS

Name Asquith Court Nurseries Limited 3077271

ORGANISATION DETAILS

Name Asquith Court Nurseries Limited
Address Asquith Court Schools
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 - Hounslow is one of a chain of nurseries run by Asquith Court Nurseries Ltd. It opened in 1999 and operates from six rooms within a converted building. It is situated in a busy area of Hounslow. A maximum of seventy seven children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children access a secure enclosed outdoor area.

There are currently ninety five children aged from nought to five years on roll. Of these twenty two children receive funding for nursery education. Children and families from the local community attend the nursery. The nursery currently support a number of children with special educational needs.

The nursery employs twenty staff. Nine of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

How good is the Day Care?

Asquith Nursery at Hounslow provides satisfactory care for children.

The nursery has in place clear written policies and procedures. Staff are aware of the procedures to be followed if abuse is suspected. However, the behaviour management statement does not identify methods to manage bullying.

There are clear policies and procedures in place to deal with the administering of medication. Eleven members of staff hold valid first aid qualifications.

The nursery provides children with activities that support and stimulate children's all-round development, although staff deployment in the base rooms, the organisation of groups and the deployment of staff carrying out routine duties does not always effectively support the different stages of development and abilities of the children. Resources reflect positive images of culture, ethnicity, gender and

disability. Most staff interact positively with children, although there are times when some staff are not consistent in the way they manage children's behaviour.

The nursery ensures the premises are safe through regular risk assessments, however the arrival of children expected to attend, but not present, in one base room may have compromised space ratios. Access to the provision is monitored via a CCTV system. However at times the garden area is used by all the children aged between two years six months and five years. Children's safe and effective use of the outdoor play area is compromised because the area is overcrowded.

Partnership with parents and carers is good, parents are kept informed verbally at the end of each day, notice boards are in place and newsletters are sent out to parents regularly.

What has improved since the last inspection?

At the last inspection it was agreed that an action plan would be devised to address staff qualifications, this has been achieved and staff are currently in training. The setting was also to devise records of children's development, designate a member of staff to deal with behaviour management and to comply with the local Area Child Protection Committee Procedures. These have now all been completed by the provision.

What is being done well?

- The nursery provides children with activities that support and stimulate children's all-round development. Resources reflect positive images of culture, ethnicity, gender and disability.
- The nursery ensures the premises are safe through regular risk assessments. Access to the provision is monitored via a CCTV system.
- Partnership with parents and carers is good, parents are kept informed verbally at the end of each day, notice boards are in place and newsletters are sent out to parents regularly.
- There are clear policies and procedures in place to deal with the administering of medication. Eleven members of staff hold valid first aid qualifications.
- Staff are aware of the Area Child Protection Committee procedures to be followed if abuse is suspected.

What needs to be improved?

- the procedures for ensuring the staff ratios are applied at all times
- the procedures for ensuring the minimum space standards are applied.
- the safety of the children when the outside area is used by all the children aged from two years six months to five years

- the behaviour management statement, to include methods to identify and manage bullying behaviour
- the procedures for ensuring all staff understand and consistently implement the behaviour management statement throughout the provision.

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.)

Concerns were raised in September 2004 regarding staff ratios at the beginning of a specific day. The concerns were that staff ratios were not adhered to for a limited period of time. The concern related to National Standard 2, Organisation.

The registered person was asked to provide details about staff working and children attending on the specific date. The registered person was to report back to Ofsted by 27/09/2004.

Evidence was found that at a specific time on a specific date a member of staff had left a colleague in sole care of children without requesting cover for her absence and that National Standard 2 had been breached for a limited time.

The provider took reasonable steps at the time to ensure that all staff knew the procedure to follow if they were required to leave a room and there were insufficient staff for the number of children present.

The provider remains qualified for registration.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Ensure space standards are maintained at all times.	24/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure children are able to use the outside area safely.
11	Ensure all staff consistently implement the nursery policy regarding the management of children's behaviour and that the policy includes methods to manage any bullying behaviour.
2	Ensure deployment of staff is organised so that the required ratio of staff working directly with the numbers of children attending is maintained.

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

How effective is the nursery education?

The education programme offered at Asquith Nursery, Hounslow is generally good.

Funded children participate in a range of activities which interest them and make steady progress toward the early learning goals in four of the learning areas. Weaknesses in teaching, planning and organisation limit the progress of children in two of the six learning areas.

The quality of teaching is generally good. Staff are knowledgeable about child development but do not have a secure knowledge of all of the foundation stage learning areas and underpinning stepping stones. Consequently, children receive sufficient attention when they play, but teaching and questioning techniques do not always sufficiently extend or challenge children's thinking. The range of activities planned at head office is broad and occupies most children, however, staff are not always clear how to differentiate activities appropriately for children who learn at different rates. Key worker observations of what children can do are not systematically used to plan for individual development.

The leadership and management of the group is generally good, with a well defined structure and a clear aim to provide good quality education. The manager has played an active role in improving the learning environment for funded children, this has yet to be developed in the outdoor area. Staff deployment is ineffective at times, staff resort to large group teaching sessions with one adult, to enable organisational tasks such as preparing for lunch to be completed. Children find it difficult to be attentive and participate in large group situations as they have varying concentration spans.

Partnership with parents is good. Key workers welcome parents warmly and share relevant information about the children. A wide range of written information is available about the setting and the curriculum.

What is being done well?

- There is a clear and well defined management structure in place. The Asquith Nursery chain have a strong ethos of providing good quality care and education, which is shared by managers and staff within the setting.
- The nursery manager has been proactive in identifying strengths and weaknesses within the setting and taking appropriate action to improve provision. The manager has guided staff in developing an improved learning environment for the funded children and promotes children learning through first hand experience.
- The staff have developed a stimulating environment for the children with attractive displays, well defined learning areas and resources which are

organised to enable children to make choices and decisions.

- Adults and funded children develop warm and caring relationships, which enables children to feel confident and secure as they play and learn.
- Children make good progress in mathematical development. They have many opportunities to use number in everyday situations. Many children can count to five and beyond accurately and reliably without adult support, and to ten and beyond with adult encouragement. Children have a good understanding of many mathematical concepts and use appropriate language to accurately describe colour, shape, size, weight and position.

What needs to be improved?

- The deployment of staff to ensure that children receive sufficient attention and support, particularly during large group teaching sessions when staff are occupied with organisational tasks.
- The use of observations of what children know and can do to systematically plan for children's individual development, and inform planning to enable differentiation for children who learn at different rates.
- Staffs knowledge of the foundation stage, early learning goals and stepping stones, particularly in the areas of knowledge and understanding of the world and creative development; to enable sufficient attention to be paid to each learning aspect of these areas and to extend children's thinking and language.
- The frequency of opportunities for children to spontaneously access and explore materials, objects and everyday technology to find out how things work and be creative.
- The chances for children to have sole use of the outdoor area to explore the outdoor environment and experience vigorous physical play and challenge (swinging, climbing, balancing at height, scrambling).

What has improved since the last inspection?

There were two key points to address from the previous funded nursery education inspection;

To ensure that the programme for physical development is planned to enable children to make progress in a systematic way: and to develop the system of assessments, ensure it is based on the six learning areas of the foundation stage and charts children's progress towards the early learning goals.

Physical play is now planned to ensure that children experience variety in the skills they develop, however as there is little equipment to provide opportunities to climb, swing and balance at height the progress children are able to make is not systematic for all areas of physical development. Physical development will continue to be a key point for consideration.

There is a detailed assessment system which clearly charts children's progress towards the early learning goals in the six learning areas by marking pre-populated statements. Staff gather at least three sources of evidence to mark the date of achievement for individual children, details of how the achievements are made are not retained. Photographs and samples of work used as evidence are kept. The records charting achievements are passed on to parents. This issue has been effectively addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, they enjoy and persist at most planned activities. Children are keen to participate in group discussions but the organisation of large group teaching sessions does not always support them. Staff and children have good relationships, behaviour is generally good although staff do not always encourage children to consider the consequences of their words and actions on others. Children are beginning to develop cooperative relationships with their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently in small groups and are beginning to share ideas and talk about their experiences. Staff develop linguistic skills well, making good use of impromptu situations to extend vocabulary and form links between sounds and letters. Writing activities are available daily, children make good progress in writing their name but as writing is not extended to other areas of play, for example, the home corner, children have little experience of writing for various purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are many opportunities to explore a range of mathematical concepts, which interests children and builds on their knowledge of colours, size, shape, quantity and position. Children count confidently to five and beyond and are able to use mathematical language competently. Children learn about calculating and more complex ideas through singing and practical activities, they spend little time recording their mathematical findings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children learn about the natural world through topic work but poor use is made of the outdoor space to support this learning. Children spend little time investigating everyday objects and technology to find out how things work, and have not used the nursery computer for some time although it is situated within the pre school room. Children learn about places, cultures and time by sharing experiences and celebrating occasions together.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good spatial awareness, a wide range of movement skills and are generally able to negotiate obstacles using control and co-ordination. The outdoor area is used daily, however, vigorous physical play is often curtailed as the outdoor area is shared with younger children. There is little equipment to enable children to climb, swing, balance at height and scramble, consequently little challenge is available for more able children.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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There are daily chances to learn creative skills through planned activities, these offer little scope for children to explore their own ideas or practice their skills. Children rarely access the attractive, well resourced art trolley independently. Children enjoy role play, acting out familiar situations with peers in the home corner. Staff rarely become involved in this play to build on children's ideas and extend their play. Little time is spent exploring music or playing instruments.

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 staff are deployed effectively to enable children to receive sufficient attention and support, particularly during large group teaching sessions, whilst organisational tasks are completed.
- Use key worker observations of what children know and can do to enable children to make the next steps in individual development and inform planning to ensure activities are enjoyable and meet the needs of children who learn at different rates.
- Enable staff to develop a secure knowledge and understanding of the early learning goals and stepping stones, particularly in the areas of knowledge and understanding of the world and creative development. This will enable staff to pay sufficient attention to all learning aspects of these areas and to extend children's experiences, thinking and language.
- Provide more opportunities for children to spontaneously access and explore a wide range of materials, objects and everyday technology to allow them to be creative, investigate and find out how things work.
- Provide regular opportunities for funded children to have sole use of the outdoor area to explore the outdoor environment and experience vigorous physical play and challenge (swinging, climbing, balancing at height, scrambling).

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.