



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 138217

DfES Number: 585069

### INSPECTION DETAILS

Inspection Date	29/01/2004
Inspector Name	Judith Mary Scott

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Little Hall Gardens
Setting Address	49 Durnsford Avenue Wimbledon London SW19 8BH

### REGISTERED PROVIDER DETAILS

Name	The Gardens Childcare Limited 3158143
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### ORGANISATION DETAILS

Name	The Gardens Childcare Limited
Address	The Little Hall Gardens 49 Durnsford Avenue Wimbledon London SW19 8BH

## 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 Little Hall Gardens Nursery opened in 1996. It operates from a converted village hall and is a single storey premises consisting of a baby unit and main play room, plus kitchen and toilet facilities, storage and an office. There are two enclosed outdoor play areas. It serves the local community and is close to Wimbledon Park.

There are currently sixty three children aged from one year to under five years on roll. This includes thirteen funded three year olds and three funded four year olds. Children attend a variety of full and part time sessions. The setting currently supports seven children who speak English as an additional language. Currently, there are no children with special needs.

The nursery opens five days a week, fifty one weeks a year. Sessions are from 8.00 to 19.00, 8.00 to 13.00, 14.00 to 19.00.

Ten members of staff work with the children who are both full and part time. The Person in Charge and five members of staff are qualified to NNEB, NVQ level 3, BTEC. There are four members of staff who are unqualified, two of whom are currently working towards a recognised early years qualification. The nursery employs a cleaning service. The setting receives support from the Early Years Development and Childcare Partnership, the Pre-School Learning Alliance and is part of the Effective Early Learning quality assurance scheme.

### How good is the Day Care?

The Little Hall Gardens Nursery provides satisfactory care for children.

The nursery offers a warm, welcoming and friendly environment for children and their families. Space and resources are well organised to meet children's needs. The deployment of staff, using a key worker system, leads to positive and consistent care for the children who seem happy and settled. There is a clear, daily routine that provides free play and planned activities, both indoors and outside, meal times, naps and quiet times and outings to visit the local area. Provision for children under two is

good. Staff give attention to meeting their individual needs and exchanging information with their parents. Effective systems for security are in place including the safe arrival and collection of children. Staff encourage good hygiene routines.

Play activities and learning opportunities are provided that are suitable for each child's age and development. Emphasis is placed on developing and encouraging pre-school, language and social skills. There is a wide range of toys, books, resources and play materials that support the needs of children and offer opportunities for creative, imaginative, constructional, physical and social play. Children appear relaxed and happy and are warmly welcomed. They relate well to one another and the adults present. The staff are responsive to children's needs and involve themselves in their play and discussion using praise and encouragement.

The nursery aims to work in partnership with parents. Good communication is felt to be essential and there is a regular exchange of verbal information, plus daily care plans for under twos and a daily summary sheet displayed for over twos. The manager keeps adequately maintained records, however, information, policies and procedures are to be reviewed, reorganised and updated to be consistent with the National Standards and made available to staff and parents.

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

Twenty actions were made at the last inspection, of which eighteen have been met. Health and safety issues relating to the windows, outdoor play area, Environmental Services recommendations and fire drills have been addressed. Actions relating to registers, records, documentation and the implementation of policies and procedures have been carried out. The actions relating to maintaining a complaints log and the child protection statement and procedures still require improvement.

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

- All staff records now show CRB status and copy of qualifications. Unvetted staff are shadowed by a member of staff.
- Children have sufficient space to move around and play comfortably. They are interested and involved in the activities provided and play happily.
- A balance of suitably qualified staff is maintained. Many instances of positive interaction observed between staff and children.
- Under twos are in a bright, secure and interesting environment with space for activities and experiences to develop physical control.
- Staff appraisals are to be introduced to identify training needs and influence good practice.
- Developmental records are being devised to include observations and will be linked to curriculum activity planning.
- Good use is made of the outdoor play areas all year round.
- There is an appropriate range of childcare equipment and furniture and children's work, posters and pictures are attractively displayed.

- Appropriate arrangements are in place to meet children's specific and special dietary needs
- Resources continue to be developed that reflect positive images of culture, ethnicity, gender, disability and so on. Positive attitudes are demonstrated towards caring for children with special needs
- Staff manage children's behaviour in a caring and consistent manner, giving clear boundaries and using suitable and age appropriate strategies. Children behave well and respond to the staff's requests and guidance. They are encouraged to share, take turns and tidy up after play activities.
- Staff aim to be friendly and approachable and build good relationships with parents.

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

- organisation, lost and uncollected children procedures need amendments
- health and safety, the risk assessment on the premises identifying actions to be taken to minimize identified risks needs to be extended and developed, the procedure regarding bed linen for under twos is to be extended throughout the nursery to reduce the risk of cross infection, health and safety procedures are to be clarified and reorganised, the first aid box needs to be updated and kept in an accessible place, more staff to undertake basic food hygiene training
- documentation, arrival and departure times to be included on nursery registers,
- accident/incident records are to be signed by both staff and parents at all times and all medication administered is to be recorded in full detail, the lunch menu is to be displayed more visually, written observations of children's progress and development are to be introduced that will be shared with parents. (See Education Inspection), the child protection statement is to be amended and procedures for staff are to be implemented that are based on the ACPC guidelines, information, policies and procedures are to be reviewed, reorganised and updated to be consistent with the National Standards and made available to staff and parents.

#### **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 should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Ensure amendments are made to lost and uncollected children procedures
7	Ensure accident/incident records are signed by both staff and parents at all times and all medication administered is recorded in full detail.
13	Ensure the child protection statement is amended and procedures for staff are implemented that are based on the ACPC guidelines.
14	Review, reorganise and update information, policies and procedures to be consistent with the National Standards and made available to staff and parents.

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

### How effective is the nursery education?

The Little Hall Gardens provides good quality nursery education overall. Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff provide a very good range of activities and experiences that are related to planned projects, although not all staff have a full understanding of the foundation stage and the early learning goals. Staff give children a good level of support and allow them to complete tasks at their own pace. Personal, social, and emotional development is supported by the good relationships staff have with the children and the high expectations of behaviour. Children are very well behaved.

There are very good opportunities for children to make progress in the area of physical development, and there are well organised systems in place to support children with developing their reading skills. Resources are varied, of good quality, and are well organised to increase children's independence. There are too few accessible resources for children to build and construct.

Staff record and assess children's progress, but these are not sufficiently detailed, related to all areas of learning, or linked to planning. There are good systems in place to support children with special educational needs, and for children who speak English as an additional language.

Leadership and management are generally good. There is a shared commitment to continually assessing and improving, and an ongoing programme for staff training, although there is no formal assessment of teaching practice.

Partnership with parents is generally good. Staff make themselves available to parents on a daily basis and parents are welcomed into the group. Communication between staff and parents is good. Parents receive good information about the setting, although this does not include information about the foundation stage. Parents make their own appointments to meet formally with staff to discuss their child's progress.

### What is being done well?

- Staff provide well organised opportunities for children to make independent choices and to learn in small, ability and age related groups.
- Staff manage children's behaviour very well are skilled at gaining children's attention and co-operation.
- Staff provide children with a very good range of opportunities resources and experiences and support children with completing activities when needed.

- Staff are interested in what the children say and do and they respond appropriately.
- There are good systems in place for parents and staff to work together in help children reach their full potential with learning to sound letters of the alphabet and beginning to read.
- There is a friendly and open relationship between staff and parents.
- Parents are given good information about children's projects and activities.

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

- the staff understanding of the foundation stage and the early learning goals
- the written observations and assessments of children's progress, ensuring that they relate to all six areas of learning, include future learning objectives for individual children, are linked to planning and are shared with parents
- the information given to parents about the foundation stage and the early learning goals
- opportunities and resources for children to build and construct and to ask questions about why things happen and how things work and, the planned opportunities for children to recreate simple patterns, to learn about the concept of numbers, and to develop an understanding of addition and subtraction through practical activities.

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

Generally good progress has been made with addressing the key issues from the last inspection.

Regarding the key issue to plan regular specific opportunities for children to talk in small groups with children at a similar stage of development about past and present events in their lives. The structure of the day has been organised so that children are divided into key groups according to their age and ability. Staff initiate regular opportunities for the children to share their news and to talk about any past and present life events within these groups, and during other activities.

In relation to the key issue to provide more opportunities for children to select from a range of materials and tools, for specific construction purposes, a wider range of creative resources has been obtained and they have been made easily accessible to the children. Children use the resources purposefully and independently.

The third key issue to provide parents with the opportunity to share and contribute to their child's written assessment record has been implemented but there is scope for improving. An initial child profile has been introduced for parents to complete when their child enters a funded place and parents meet informally with staff to discuss their children's progress. Opportunities for parents to meet formally with staff on a regular basis are provided by appointment.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to concentrate extremely well, including during large group activities, and they persist for extended periods of time at activities of their choosing. Children work well together and show enjoyment and enthusiasm when playing and joining in activities. Their behaviour is excellent, and they form good relationships with each other and staff. Children show good independent skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children know the sounds of letters of the alphabet, and some four year olds are beginning to read. There are good opportunities for children to develop their vocabulary. Children sustain attentive listening, and respond to what they have heard by relevant comments, questions and actions. They speak clearly and audibly with confidence and control and show awareness of the listener.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children know and use shapes appropriately for tasks. There are good opportunities for children to learn about capacity. Children can count reliably up to 20 and use number names accurately in play. There are too few planned opportunities for children to learn number concepts, recreate simple patterns, and to develop an understanding of addition and subtraction through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children talk about significant events in their lives and they show interest in the lives of people familiar to them. They find out about and identify features of living things and, they have good opportunities to gain an awareness of themselves and the cultures and beliefs of others. However, there are too few accessible resources for children to build and construct and, too few planned and spontaneous opportunities for children to ask questions about why things happen and how things work.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very good opportunities to develop physical skills using the inside and outside environment. Children move freely with pleasure and confidence, and show an awareness of space, themselves, and others. Children successfully combine and repeat a range of movements, and are confident with using a range of small and large equipment. They handle tools, objects and malleable materials with safety and control.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children play imaginatively with other children who are engaged in the same theme and are confident with singing simple songs from memory. They are able to differentiate between colours. There are very good opportunities for children to move creatively to music, and to work creatively on a large and small scale. There are too few planned opportunities for children to recognise repeated sounds, sound patterns, and explore how sounds can be changed.	

**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 staff understanding of the foundation stage and the early learning goals
- improve the written observations and assessments of children's progress, ensuring that they relate to all six areas of learning, include future learning objectives for individual children, are linked to planning and are shared with parents
- improve the information given to parents about the foundation stage and the early learning goals
- improve opportunities and resources for children to build and construct and to ask questions about why things happen and how things work and, the planned opportunities for children to recreate simple patterns, to learn about the concept of numbers, and to develop an understanding of addition and subtraction through practical activities.

*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.*