

Top of the Class Nursery and Pre-School

Inspection report for early years provision

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Inspector	Janet Williams

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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Top of the Class Nursery School and Pre-school opened in 2010. It is a privately owned nursery. It operates from a house in East Sheen in the London borough of Richmond-upon-Thames. It is open each weekday from 8am to 6pm for 51 weeks in the year. All children share access to a secure enclosed outdoor play area. The setting provides 50 places for children five years of age and it is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery currently has 39 children on roll. There are 13 staff employed to work with the children, all of whom have an early years qualification. The nursery supports a number of children with special educational needs and/or disabilities and also children who speak English as an additional language. The nursery currently only has children aged three years and under on roll. The nursery has strong links with their local early years team, who support their professional development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a carefully planned and organised environment to maximise a good range of learning opportunities for all children being cared for. Good efforts have been made to promote positive inclusive practice, for example, supporting children with special educational needs and working in partnership with parents. The nursery plans to frequently update their self-evaluation to ensure areas of strength and weaknesses are effectively addressed to promote children's welfare, learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure children's communication and language development and numeracy skills are sufficiently challenged in their play
- improve the deployment of resources to ensure they are suitable and age appropriate when moving the younger children into the pre-school rooms.

The effectiveness of leadership and management of the early years provision

The quality of care provided ensures that children's welfare is actively protected. Staff have a good understanding of possible signs and symptoms of abuse. This

enables them to quickly recognise when a child is in danger and can act in the child's interest. Frequent risk assessment procedures are in place for both indoors and out, which also include places the nursery plans to visit. Good deployment of staff ensures children are provided with positive and consistent care. Policies and procedures in place reflect the quality and care provided and is used effectively. All mandatory records in place are well maintained. This guarantees the safe and effective management of the setting in order to promote children's welfare and learning.

Self-evaluation reflects careful monitoring and analysis of what the nursery does well involving parents and staff. The nursery aims to ensure children make good progress and show a positive attitude to learning. Staff have a sound knowledge and understanding of the Early Years Foundation Stage learning and development requirements and guidance, which means that they are confident in helping children learn successfully. Written plans in place comprehensively and fully demonstrate how children are covering all the areas of learning. Observations and assessments are evaluated to successfully move children through the stages of development and achieve the early learning goals.

The nursery is well organised to ensure that every child's individual learning needs are suitably met. Children are able to comfortably access play materials for themselves. For example, the separate messy play area allows for children to participate in water play and art and craft. The outdoor area is organised to enable babies and toddlers to move freely and independently. Throughout the day some of the toddlers move out of their room to the pre-school room. Here, some of the resources available are not always suitable or age appropriate.

The effective partnership with parents helps to involve them in their children's care and education, and they are kept very well informed of their progress, for example, through children profiles, parents' evenings and them being provided each day with a feedback form; this includes activities, meals, sleeping patterns, and nappy changes throughout the day. Parents are also frequently asked to complete a parental questionnaire. Their views are actively taken on board and addressed in the self-evaluation, to enhance the provision and improve the outcomes for children. The nursery is keen to work in partnership with other agencies and providers to ensure that children's learning and welfare needs are met, for example, working with speech and physiotherapists. This enables the successful inclusion of a wide range of children with particular assessed needs.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and confident in the nursery environment. They enjoy their time at the nursery feeling secure and safe. Staff follow babies' individual routines for eating and sleeping. They also ensure children receive lots of warmth and affection. This supports their emotional well-being. Children relate very well to staff and each other. They confidently approach staff for support indicating good trusting relationships are built.

The stimulating learning environment displays children's work, showing their work is valued. A good range of practical activities, such as work with sensory and arts and crafts and paint brushes, give good opportunities to enhance children's manipulative skills. Children are able to use their senses to explore. For example, they make collages using different textures, such as coloured gum and tissue paper, various fabrics, and glitter. Children also access natural resources, such as sand and water using various large and small tools and equipment where they can scoop and shovel. This contributes to their small muscle control. Children participate in a broad range of practical activities, for example, using bricks, and large and small containers when playing in the sand. However, staff do not always recognise to challenge and extend children's numeracy skills, such as counting, comparing numbers and using language such as large and small. Their communication and language skills are enhanced through staff reading stories. They show them pictures. Children are given lots of opportunities to look at books and appreciate them through the organised book corners in each of the rooms. Most children are under three years and therefore, use one or two words or short, familiar phrases to communicate. Although children's spoken language is developing well and they are consistently learning new words through each other and play. However, staff do not always challenge children in their play through talking and asking them questions to encourage language development. Overall they are learning steadily to communicate with their peers and adults.

Children learn about keeping themselves safe. Staff remind children when going up and down the stairs to hold on to the railings. Frequent fire drills are recorded and practised; this enables children to vacate the premises quickly and safely. Good routines in place ensure children practise and establish hygiene habits, for example, hand washing prior to meals and after using the toilet. Meals provided are balanced and nutritious; menu plans displayed demonstrate how children are provided freshly prepared and cooked meals each day. Fresh drinking water is readily available and children can request for a drink at any time. Consideration is given to those who are unable to ask for one themselves.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met