

# Trafalgar Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY291137
<b>Inspection date</b>	19/01/2011
<b>Inspector</b>	Julie Biddle
<b>Setting address</b>	c/o Trafalgar Infant School, 49 Meadway, Twickenham, Middlesex, TW2 6PY
<b>Telephone number</b>	020 8893 9217
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Trafalgar Nursery is run by Asquith Nurseries. It opened in and operates from five rooms in a purpose built building in Twickenham in the London Borough of Richmond. The setting is on a school site and offers before and after school care to the children who attend the school.

The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year, excluding public holidays. The out of school club is open between 8.00am and 9.00am and 3.00pm and 6.00pm. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 83 children may attend the nursery at any one time. There are currently 93 children on roll in the early years age group this includes children who attend for morning or afternoon sessions.

The nursery support children with learning difficulties and /or disabilities, and also supports children who speak English as an additional language.

The nursery employs 33 staff including the manager and over half of the staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed, valued and respected by staff who demonstrate a commitment to ensuring all children feel included. Staff pay appropriate attention to the children's emotional needs and to building relationships with them. Children's care and learning is enhanced through the provision of a varied range of play materials and the skilled interaction of the staff. Overall children on the site are safe and well cared for. The manager and the staff team have very clear visions for the future and demonstrate a high level of commitment to addressing any improvement to enhance the service for the children.

## What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- improve systems and planning to ensure children develop an understanding

- of diversity in the local and wider world
- extend the planning and assessment systems to ensure the next steps and challenges are included.

## **The effectiveness of leadership and management of the early years provision**

The setting has a strong commitment to keeping children safe. For example the setting has in place a robust recruitment procedure that includes Criminal Records Bureau (CRB) checks, references and a detailed induction period, where staff are closely monitored to ensure they are suitable to work with the children and in the setting. All staff demonstrate a good understanding of child protection, and the procedures to follow if they have an concerns. Systems for recording visitors to the group are good, entry to the setting is monitored by office staff, entry codes prevent any strangers entering the area where the children are cared for. In addition visitors to each room are monitored, meaning staff are always aware of who is in the room and children are always protected. Daily safety checks ensure the premises, toys, equipment and activities are suitable and safe for the children attending. Written risk assessments are undertaken which identify hazards and enable the preventive measures to be put in place to protect children. Staff are very aware of how to keep children safe when they are on outings locally however, records for outings are not sufficiently maintained. Staff are vigilant in supervising the children in particular when the children choose to play outside or in. Staff are successfully deployed across the setting meaning children feel safe and secure at all times.

The inspirational manager has made changes in the setting that is highly praised by staff and parents. For example a change in shift patterns mean key workers are available both at the start and the end of the day. Thus increasing children's sense of security, and parents good links with staff. The staff are a strong motivated team who now share a common sense of purpose. They are dedicated to their roles and are working hard to ensure improved learning opportunities for the children. Systems for self evaluation are clear, robust and achievable and make good use of findings from other quality checks.

In addition, the views of parents are sought through the use of a questionnaires, comments from parents are acted on by staff to improve outcomes for children. The manager is very enthusiastic about her role and consequently stimulates the enthusiasm of the staff. Staff are encouraged to access available training, meaning they remain motivated in their work with the children. Some of the staff are currently involved in training to broaden their skills and knowledge in the childcare field.

The setting has a positive attitude towards forming good links with other professional agencies to ensure that children with learning difficulties and or disabilities receive additional support to meet their needs effectively. In addition staff make good links with teachers from the local school to aid the transition to 'big school'.

Partnership with parents is good. They have good information about the setting and are kept up to date with current themes and activities through a regular updates from staff. Parents of babies receive ongoing information about their children's day and progress through written link diaries; as children move through the setting feedback is verbal. In addition key workers are always available to discuss any issues with parents. Parents speak highly of the nursery, in particular the approachability and flexibility of all the staff.

Overall children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff's planning for the individual child helps to narrow the achievement gap and support all children's progress. There is a range of toys and resources which help to promote children's understanding of diversity within our society. However, there are limited activities in the setting that reflect diversity, the children, their families or the local community. Meaning children do not develop an understanding of difference's.

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

Staff have good knowledge and understanding of the Early Years Foundation Stage. They engage children in a range of purposeful activities, which are planned to support individual learning. There are clear procedures in place for staff to observe children's stages of development, where information is effectively fed into individualised planning. There are good levels of child-initiated and adult-lead activities. Children independently make choices about the activities they wish to take part in. The individual skills of the staff team provide an expertise, which is well used to provide a rich learning environment. Deployment is effective to ensure that children are well supported and supervised as they move between their chosen activities.

Children have a super time as they play in the water tray they chat about the containers they are filling and how many fish are floating or sinking. Children enjoy singing familiar songs such as 'Old Macdonald had a farm'. Children are developing their early writing skills, they have opportunities to write for different purposes and have access to a range of writing resources which they select independently. Many of the children can write their own names and many have written words connected with hibernation. Children have created low level displays of letters, they confidently discuss the letters and the objects linked to the letter. Story time is a delight as children join in naming parts of their body and moving as the story tells them. They enjoy different creative activities such as making telescopes as part of their pirate topic and painting at the easel and with brushes.

Babies are secure in the setting; they happily explore the safe environment and are beginning to take risks. They for example are starting to walk and climb with suitable support from the staff. Babies are responsive to the adults around them and smiling and indicating their likes and dislikes. Resources in the baby room are at low level, soft areas allow them to sit and lie in comfort as the play. Low level

mirrors and photographs give children a sense of self and others around them. Babies smile as they play with scarves watching them float and fall, they are delighted as they use the scarves to play boo. Babies are delighted as they spot photographs of themselves.

Children receive lots of positive praise and encouragement from staff throughout the session, helping them to feel a valued member of the setting. Staff show great respect for the children, they speak to them with kindness and in a way that captures their interest. Staff have developed good questioning techniques to encourage children to think for themselves, for example children recall how the squirrel had taken the carrot nose from the snowman they had built. Children are proud to take George the teddy home and share special events such as Christmas and holidays with him. They keep a detailed diary that is shared with their friends at nursery.

Children are beginning to learn about how to keep safe as spontaneous discussions take place with the children during the course of the session. For example, staff talk to the children about the consequences of not taking care as you cross the road. In addition children participate in evacuation procedures so they know what to do in an emergency.

Babies and children display a strong sense of belonging they have developed very good friendships in the setting; they greet each other with enthusiasm and encourage their peers to join in with their activities. Babies are beginning to show excellent early skills by exploring their surroundings thus becoming active and inquisitive learners. Staff are very good role models encouraging children to show each other respect and kindness, and contributing to the friendly, caring and learning environment.

Children are developing an understanding of healthy lifestyles; some are able to explain why and when it is important to wash their hands. They talk about healthy foods as they eat their meals. Menus are varied and include foods that meet children's individual dietary needs. Meal times are social; staff sit with the children as they enjoy their food. Children are pleased as they help themselves to tuna, wraps and vegetables at tea time. They talk about the food and decide whether they like fish or not.. Babies are very well supported as they eat, they are encouraged to feed themselves as they sit in appropriate furniture.

Staff extend children's learning opportunities and physical development when they play outdoors. They ensure a good range of activities are readily available in this area, they have fun as they play circle games and are happy and excited to share with staff and their friends the worms they have discovered and collected.

Children in the out of school club are happy and secure. They settle to their chosen activities quickly, many of the activities are child led meaning children feel fully included in events. Children enjoy painting and using electronic games. Staff ensure children follow good hygiene practices as they remind them to wash their hands before tea. The required paper work is in place meaning children are safe when on site.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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