

# Bushy Park Day Nursery

Inspection report for early years provision

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**Unique reference number** EY291457  
**Inspection date** 09/02/2011  
**Inspector** Catherine Greenwood

**Setting address** Church Grove, Kingston upon Thames, Surrey, KT1 4AL

**Telephone number** 0208 614 8044

**Email**

**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

Bushy Park Day Nursery was registered in 2004 and is run by Asquith Court Nurseries Ltd. The nursery is located within a converted church. There are three play rooms for toddlers and children, and a separate area for babies. There are enclosed areas for outdoor play. The nursery is open daily from 7.30am to 6.30pm, for 51 weeks a year. There is level access to the main hall. The baby room is accessed via stairs and no lift is available.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum for 67 children at any one time. There are currently 66 children on roll in the early years age group. The nursery supports children who speak English as an additional language and those who have special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education to children.

There are 20 staff employed by the nursery, including the manager, cook and administrator. Of these, 17 staff work directly with the children, of whom all have an appropriate early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met through effective partnership with parents. Since the last inspection, the appointment of a new manager and the refurbishment of the nursery premises has significantly improved the quality of the provision. The key strengths within the nursery are good leadership and management, teamwork, and positive environment where children are encouraged to take the lead in their play. Self-evaluation includes clear aims for continuous improvement that match good practice guidance, although some aspects have been overlooked.

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

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

- improve communication with babies during their play
- improve the range of physical play resources in all outdoor areas so that children are provided with sufficient challenge
- improve the range of resources that reflect positive images of diversity, including disability
- review and improve the systems used to observe and promote the next steps for children's learning within all activities.

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

Children's welfare is fully safeguarded because staff have a good understanding of safeguarding procedures. Comprehensive risk assessments and daily safety checks are used effectively in practice, and there are systems in place to ensure the suitability of all staff. Parents, staff, and children are involved in self-evaluation processes. Monthly in-house staff training sessions are instrumental in helping to improve the quality of the provision, and have significantly improved teamwork. The manager says it has 'gelled long term staff and new staff through the opportunities for them to share their knowledge and experience'. However, insufficient attention has been given to reviewing systems used to promote and link the next steps for children's learning to activities, and monitoring staff communication with babies.

Children learn about differences through discussions and a range of activities that promote children's understanding of festivals, such as Diwali and Chinese New Year. The provision has some resources that reflect positive images of diversity, although the range is limited and does not include disability. Children benefit from the light and spacious environment, where they have direct access to outdoor play areas. There is a wonderful 'cosy den' in the baby room, although this provision is not available within all group rooms. Children make good use of resources in the outside play areas, although the toddler room does not have equipment that provides them with sufficient physical challenge.

Partnership is good. Regular ongoing communication with an early years advisor means the nursery is able to access additional support and guidance. Parents are kept well informed about nursery events and their children's progress, through regular newsletters, daily feedback, and opportunities to attend meetings three times a year. The nursery actively seeks parents views about the provision through the use of a post box in the entrance area, daily discussion, and questionnaires. Parents make positive comments about the provision. For example they say 'there is a good atmosphere, staff are nice and my child always comes home happy' and 'everyone is really friendly and it is home from home. As parents we are very involved and kept up to date through newsletters'.

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

Children make good progress in their learning and development. Babies are given lots of cuddles, and staff work closely with parents to help them settle. Children are well behaved and are keen to include others within their play. This is due to the range of activities and experiences that staff provide that sustain children's interest, and their clear communication with children about expectations for sharing and taking turns. Children enjoy working and playing together and are very sociable.

Children including babies show interest in books. Staff interact in children's play, and encourage them to take part in planned activities. However, they do not always make good use of opportunities to communicate with babies. Children learn to recognise and write their names using name cards, and learn the sounds of letters through discussion and making marks in media, such as cornflour. Some older children can write their name with most letters correctly formed. Children in pre-school are confident communicators because staff encourage them to remember and talk about their experiences. The provision offers weekly French lessons to older children.

Children develop an understanding of numeracy, for example, as they count the number of places needed whilst setting the table for lunch. They enjoy taking part in 'head counts' with staff, as they go in and out of the garden. Children show interest in operating computer programs, and can independently and successfully match objects. They learn about festivals such as Chinese New Year, for example, as they play with noodles, make a large scale dragon and pictures of rabbits, and listen to stories about China. Discussions with pre-school children include explanations about celebrations and different meanings. Staff are receptive to the questions that children ask, are keen to share their own knowledge, and search for additional information on the internet. For example, when children ask 'why Chinese New Year is at a different time to the English new year. Children learn about the features of living things, for example, as they plant daffodil bulbs in pots, and help to feed the nursery fish.

Babies show they are beginning to develop control of their movements as they negotiate steps and a small slide, and pull themselves up on soft blocks which are arranged at different levels in their group room. They develop hand and eye co-ordination as they chase bubbles, and use a good range of age-appropriate accessible resources, such as low level mirrors and wall puzzles. Staff organise the environment so it is attractive and welcoming, including a covered 'den' with soft toys and cushions, that children can use for relaxing and looking at books. Children make good use of the outdoor play area, as they use wheeled toys, learn to throw and catch balls and use a climbing net. However, resources do not promote children's climbing skills in all outside play areas.

Children and babies have good opportunities to access a range of media that promotes their sensory development. For example, they play with water and sand, use cooked pasta and paint for printing activities, and rub their hands around in shaving foam. Children enjoy using play dough, and their interest is sustained through the addition of 'essence' which they choose and independently add to the dough. Children use their imagination, for example, as they decide to transfer compost into the water tray and make 'habitats' for plastic crocodiles. They take part in adult led large scale creative activities, for example, as they use string and paint to make a sign for the pretend shop. Children listen to music, and choose to hold hands and dance around with their friends. Toddlers join in with large group singing sessions and copy movements to songs such as 'little bunnies', and babies discover different sounds as they use musical instruments.

Continuous provision is changed and rearranged in relation to what works well in

each room. Staff embrace children's own ideas and interpretations when they take part in adult led creative activities. They give priority to ensuring that children's own work is displayed, and say 'they want them to feel proud of their achievements'. There are good systems in place for observing and assessing children's progress in all areas of learning. Children are happy and at ease in the nursery, and show they feel safe as they approach staff with confidence. Babies are given lots of hugs to help them settle and feel secure. Children are provided with healthy snacks and meals. They enjoy fresh fruit at snack times eat well at lunchtime, and independently access water bottles that are labelled with their photograph. Place mats for children include details of individual allergies. The nursery kitchen has been given a 'five star award', issued by the local authority, in relation to the high standards of hygiene.

## 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	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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