

# St Mary's Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY281774  
**Inspection date** 08/02/2011  
**Inspector** Katie Dempster

**Setting address** 63 Arragon Road, Twickenham, Middlesex, TW1 3NG

**Telephone number** 020 8744 1885

**Email**

**Type of setting** 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**

St. Mary's was registered in 2004 and it is run by Asquith Nurseries Limited. The setting operates from premises adjacent to St Mary's Infant School in Twickenham, Middlesex. There is access to a large classroom and a secure outdoor play area. The nursery provides a service for children from the local community. The setting is open each weekday from 7.30am to 6.00pm all year round except Christmas and bank holidays.

It is registered to care for 38 children in the early years age range and there are currently 44 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 7 permanent staff and two supply staff members, all of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both parts of the Childcare register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are progressing well and enjoy a broad range of activities that promote all areas of their learning and development well. Systems for monitoring and assessing children's progress are effective planning for children's individual next steps. Overall, effective communication and information sharing with parents, carers and other professionals is in place. Ongoing evaluation enables the management and staff team to identify the strengths and weaknesses of the service and to make improvements to meet the needs of the children and their families.

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

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

- develop further the opportunities parents are given to extend learning at home
- equip the role play area with interesting and real life resources to further learning in all areas.

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

Robust procedures are in place to ensure that children are safeguarded in the nursery. All staff members receive safeguarding training and policies are revisited

during staff meetings to discuss concerns and review practise. Clear written policies outline the procedures to be followed should staff have any concerns about children. These include the process to be followed should any allegations be made against staff. Various systems for risk assessment are in place which includes daily checks of areas children have access to. Furthermore, individual risk assessments are completed as and when risks or hazards are identified. For example, during building work being carried out on the premises. This vigilant attitude towards children's safety further promotes their wellbeing.

There is a good commitment to maintaining partnerships with parents and carers. They are offered an extensive range of written information and their views are sought through regular conversations and the use of questionnaires. Parents and carers are informed of their child's learning and development through parent's evenings, feedback from key workers, communication books, as well as having access to their child's development file at any time. Currently there are no formal systems in place for parents to receive information specifically for ideas for extending learning at home, however, staff do use daily feedback to inform parents of activities children have enjoyed or areas they are currently working on. The nursery links closely with the adjoining primary school and staff maintain a good relationship with the reception teachers which helps to promote children's transition into the school. Similarly, positive relationships are in place with other local schools.

The management team undertake self-evaluation, with contributions from staff, to identify areas of strength and weakness within the setting. They are committed to driving improvement as various other forms of reviewing practise are in place, for example, staff appraisals, discussions at staff meetings and the use of action plans to focus on improvements.

All children are valued as individuals and made to feel welcome in the setting. They have access to a range of resources reflecting positive images of diversity, including pictures and posters around the room, dolls and figures. They have opportunities through themed activities to learn about different cultures and religions and enjoy making traditional Indian dishes during festival celebrations. The fully inclusive environment allows children to be independent and make choices. All resources and play equipment is designed specifically for children, including low level storage, increasing children's self sufficiency.

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

All children in the pre-school have fun and are kept very busy. They enjoy a wide variety of activities and experiences to promote their learning and development in all six areas of learning. Children show good concentration skills as they sit for some time decoration their Valentines Day cards. They demonstrate impressive writing skills and enjoy exploring the range of materials available. Children demonstrate good hand to eye coordination using the scissors and sorting the pasta pieces for their cards. Children show increasing imagination as they get into

character in the home corner. They play very well together, assigning roles and chanting, 'come on, let's tidy up!'. However, resources to interest and engage children's understanding across other areas of learning are limited, yet this is largely compensated by the wonderfully resourced themed role play that staff have provided where children have enjoyed being vets, going to the hairdressers and the beauty salon. They have appointment cards and real life resources to consolidate their learning. Staff facilitate children's play well, suggesting ideas and asking thought provoking questions. For example, children playing with a hammering activity are given a large magnet to collect all the nails and asked to see what happens. Staff are creative in making the environment interesting and stimulating for children to explore. They enjoy investigating the sound the puffed rice makes in the sand box, and squashing it between their fingers. Many resources to promote children's mathematic and problem solving skills are available and interesting displays show how we use numbers everyday. They have access to measuring and weighing equipment, and those supporting an understanding of technology, such as telephones, tills and a computer. Children expertly manoeuvre the mouse to use the interesting and educational programmes. These resources and activities help develop children's skills for the future.

Staff have a good knowledge of the Early Years Foundation Stage and implement a well balanced curriculum. Regular observations are carried out as children play and information is used to inform planning for individual children. Staff know the children well and are clear on where their key children are in terms of the development matters. Brightly coloured and interestingly presented Incredible Learning Journeys are compiled for each child which include observations, identifies next steps and samples of children's work.

Children are learning about safety through first hand experiences. They help cut up the fruit at snack time and learn how to hold knives correctly, under close supervision from staff. Discussions about road safety and themes based on those that help us further support children's understanding of safety. The free flow of outdoor play encourages children to engage in much physical exploration. They climb, balance and negotiate space as well as develop skills across all areas of learning. Staff plan for learning outside and children have opportunities for writing, counting, growing vegetables, for example. They are very aware of the benefits of outdoor play as they say to staff, 'do you want to go out for some fresh air?'. Good hygiene practises are in place as children are seen wiping their noses, disposing of the tissues and washing their hands. Activities relating to good dental hygiene where children learn to brush their teeth are made fun as children bring in their own toothbrushes and practise together. Children are polite and very well behaved. Staff implement consistent boundaries and offer lots of praise for their achievements. The daily helpers wear medals and are made to feel very special. These efforts from staff combine to encourage children's self esteem.

## 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

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	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

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