

Square One Nursery School

Inspection report for early years provision

Unique reference number	123098
Inspection date	17/02/2011
Inspector	Martha Darkwah
Setting address	Lady North Hall,, Ravenna Road, Putney, SW15 6AW
Telephone number	020 8788 1546
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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

Square One Nursery School originally opened 1971 and was re-registered in 1992. It operates from a single storey community hall in the Putney area of southwest London. The local authority is Wandsworth. The premises include a main room and an additional room for nursery activities. There is a kitchen, an office, walk in store cupboards and toilet facilities. There is an enclosed garden for outdoor play. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend at any one time. There are currently 51 children on roll within the early years age group, aged from two years. This includes three and four-year-olds in receipt of funding for free early years education. The nursery supports a number of children who have English as an additional language. The nursery school is open Monday to Friday, term-time only. Hours of opening are from 9am to 3pm. except on Fridays when they open 9am. to 12.15pm. The extended hours are offered according to the needs of the children attending. The principal is also the proprietor and there are nine other full and part-time staff working with the children, and a housekeeper also works in the setting. All staff members have an early years qualification to either a teaching qualification or childcare qualifications to National Vocational Qualification level 2 or 3. There are four peripatetic specialist tutors for tennis, gymnastics, French, yoga and music. The nursery follows the Montessori philosophy of education blended with a more traditional nursery approach.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are thoroughly enjoying their time at this provision. They are making good progress in their learning and development because the staff team plan and provide for the children's individual needs. The staff team works very well in partnership with parents and others. Cultural diversity and inclusion is highly valued and respected well overall. The proprietor and staff have started to evaluate the service and have a firm commitment to further improve and develop the provision.

What steps need to be taken to improve provision further?

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

- review the learning plans to show clearer links to the information gained from observing the children and the next steps to support the planning of future activities for individual children
- develop the process for ongoing self-evaluation that is reflective and covers all aspects of the childcare in order to identify the strengths and priorities for

development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The staff team is well supported by the good leadership and management. Every member of staff is checked for suitability at the time of their employment which helps to safeguard the children. Staff members have good awareness of safeguarding children procedures and issues. They know what signs or symptoms indicate that children may be ill-treated and the reporting procedures to fully protect children. Staff members are well deployed so children are supported and supervised both indoors and out. A number of staff have up-to-date first aid qualifications to further promote children's safety. Emergency evacuations are practised with the children on regular basis to help them learn how to keep themselves safe in an emergency. This is recorded in sufficient detail. Comprehensive risk assessments are conducted before each outing undertaken with children. Additionally, risk assessments are regularly carried out for the premises and recorded in sufficient detail.

The proprietor/manager is actively involved in working with the children each day which means that she is fully informed about the quality of the provision for children. The manager and staff are active in their professional development. Many of the staff have worked in the nursery for some years and the manager ensures that they revisit the setting's policy and procedure documents from time to time in order to keep their knowledge up to date. They put their learning to good use to maintain the development and ongoing improvement of the provision for children. They work very well as a team and make good use of tracking and planning systems to provide good opportunities for children to learn and develop. Systems for self-evaluation are used but are not fully embedded and lack a range of methods to reflect on practice to fully identify strengths and weaknesses with ongoing areas for further development. The staff team have adopted a new system of planning and observation and assessment which they monitor and constantly strive to improve. Individual profiles document children's interests and achievements. Photographs and written assessments provide examples of their progress towards the early learning goals. There are systems to establish children's starting points involving parents; however, these are not always sufficiently recorded in every profile to clearly demonstrate each child's initial progress at the setting. There are a number of opportunities for parents to be involved in their child's learning and development in the setting and follow clear ideas of how to support children's learning at home. For example, reading stories, organising festivals and bringing in artefacts related to topics being developed in the setting. Secure ideas on how to support children's learning at home is well established and promote positive outcomes for children.

The setting has good procedures for ensuring that staff members receive regular training which promotes their continuous professional development. For example, a number of staff have recently completed early years training to ensure all staff working in the setting have early years qualification. The setting is well resourced and inviting to children. They enjoy opportunities to initiate their own activities,

have autonomy over their learning and have fun. Children are well behaved as they are well occupied with interesting activities. Their good behaviour is well promoted as they receive regular praise and encouragement. Children are praised for their efforts and achievements which supports their self-esteem.

Staff complete the attendance records promptly as soon as the children arrive which helps to keep the children safe in an emergency evacuation situation. A comprehensive range of policies and procedures, provide the framework for the successful delivery of care and education. Staff members enjoy very good relationships with parents and carers and the adults regularly share information about children's development and progress formally and informally. Useful information is posted in the entrance area for parents. They can easily see which staff members hold positions of responsibility, the name of the key person for their child as well as information about day to day events. Parents say that they have every confidence in the staff, as they are very caring and always ready to listen and their children are happy and they look forward to coming to the setting to play and learn with their friends. The setting is committed to promoting an inclusive service where all children are welcomed and valued. The setting has good access to other local professionals, such as speech therapists who provide support to children and their families. Consequently, any concerns about children's development are discussed with parents and appropriate support offered to meet children's needs.

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

Children are very happy and confident at the setting, where they are cared for by a consistent staff team who know them well. They benefit from the staff's understanding and delivery of the Early Years Foundation Stage. They are provided with a well organised and stimulating learning environment with good access to books, toys and resources. Staff members track and record the achievements of each child in all areas of their learning. They plan with care to help every child to make the very best progress. A particular strength in their work is the way in which they promote children's independence and the right balance of adult initiated and child initiated activities.

Choice is also an important part of children's experience in the setting as they are able to build up and extend play experiences, explore new ideas, concepts and skills. They learn through experience and the staff team provides a range of activities that reflect the diversity of the cultures of the children that attend. This is often reflected in art, craft, tactile play and imaginative play. Role play, dressing up and home area play are integral to children's play and are a major resource area for children to take on and rehearse new and familiar roles. Children have access to a large information and communication technology suite and a computer in the classroom and are developing their skills for the future in communicating, literacy, numeracy and information and communication technology.

Children learn to keep themselves safe through learning about road safety through

visits to the setting by 'the traffic people club'. Staff members help children to consolidate what they learn through play by organising a section of the outdoor play area as roadways with resources such as zebra crossing, traffic lights and road markings. Children using sit and ride wheeled toys are thereby learning to stop at the lights when red and on zebra crossings to allow pedestrians to cross safely.

Every child is making good progress towards the early learning goals given their starting points. This is because the manager and staff have begun to make good use of valuable information gained from parents to establish children's starting points and their interests; however, it is not fully embedded. Observation and assessment systems are emerging for individual children but not fully embedded. Although staff members sometimes identify next steps for children and plan suitable activities, the information gained is not always fully tracked and used sufficiently in the planning future learning.

The children are busily engaged in worthwhile play and learning activities in all rooms. Children's art work is varied and colourful and made according to their own ideas. Children have easy access to mark making materials both indoors and outside. Staff members successfully help children with their language skills by engaging with children in their play, using laughter and fun as a communication tool. They encourage children to sing songs linked to the phonetic sounds of letters of the alphabets; link them to words names and create sand letters; write letters and draw related pictures. Older children are making good progress in recognising numerals and counting, matching and writing their names. Staff members use real objects to introduce ideas such as how many and how many altogether. Children enjoy fun based word games such as 'Zoo keeper game' with a variety of resources which challenge children to develop word recognition by linking a range of letters starting with a particular letter of the alphabet.

A range of interesting activities is planned to help children to develop an awareness of the festivals and celebrations that are enjoyed in different cultures. The programme of celebrations comprehensively reflects the background of all of the children attending. Children enjoy regular French and music lessons from specialist teachers each week. They also enjoy regular trips to the local places of interest, for example, to see theatre productions that are linked to specific areas of the curriculum.

Children's good health is well promoted as they are encouraged to wash their hands independently, especially before snacks and meals and after messy play and they know why this is important. They easily access fresh drinking water when they need to, which keeps them hydrated through out the day. Lunch time is a social occasion as children sit together with staff to eat their packed lunches. Children's physical development is well promoted as they can access the outdoor play area throughout the day. They benefit from weekly sessions from specialist physical education teachers who help the children develop a range of physical co-ordination skills and gain confidence for example, in gymnastics and tennis skills.

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

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

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

Met