

Chiswick Toddlers World Nursery

Inspection report for early years provision

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26/09/2011

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Chiswick Toddlers World opened in 1997. It is situated in Chiswick in the London Borough of Hounslow. The nursery operates from St Paul's Hall, using two play rooms and a large hall. All children share access to a secure enclosed outdoor area. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are currently 45 children on roll. The nursery is open each weekday from 7.45am to 6pm for 51 weeks a year. It receives funding to provide free early education for children aged three and four years. It offers a before and after-school service for children attending the adjacent school nursery class.

The nursery employs 10 staff, seven of whom, including the owner, hold appropriate early years qualifications. There is one domestic staff member who holds a food hygiene qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in most areas of learning and development. A strong and supportive staff team provides a safe and welcoming environment which meets the individual needs of all children. The nursery has positive partnerships in place with local schools and parents which make a good contribution to children's learning and development. The nursery has effective plans for continuous improvement together with clear strategies to evaluate its provision. Overall, staff implement most policies and procedures effectively, although there is a breach of a requirement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).
- 18/10/2011

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

- revise the organisation of mealtimes to support the development of

independence skills and to encourage children to make their own choices.

The effectiveness of leadership and management of the early years provision

Staff show a high commitment to keeping children safe. Robust recruitment procedures are in place to help ensure that all staff have suitable qualifications and background checks. Staff are thoroughly aware of their roles and responsibilities within the nursery. They have a good understanding of safeguarding children procedures and know what to do if they have a concern. A high staff ratio maintains a well-supervised and supportive environment. Staff practise effective fire evacuation regularly so children develop a strong understanding of procedures that keep them safe. Most of the required documentation is in place and well-organised. A comprehensive overall risk assessment is in place although staff do not maintain a record of regular safety checks or any actions taken. This does not meet specific legal requirements, although in practice the environment is safe and well supervised so the impact on children is minimal.

Staff effectively incorporate all aspects of equality and diversity throughout the nursery. Thoughtful planning ensures that children engage in a wide range of cultural festivals. Exciting displays, which children have made, effectively promote their understanding of the world around them. Staff know children very well and support their individual needs through effective planning using all resources available to them. Resources in the nursery are ample and of good quality. Staff label resources with pictures and words and ensure that they are easily accessible for most of the time.

Staff effectively evaluate their practice and are aware of areas for development. They work consistently with other early years professionals and listen carefully to feedback they receive from parents. Staff have taken positive steps to implement recommendations from their last inspection, such as improving the information parents receive about the nursery and their children. Children are also involved in decision making, for example, choosing new resources and colours of cupboards. Regular meetings value the contributions of staff effectively and enable them to share new ideas from training courses, such as 'signing for children'. The nursery fosters strong links with the local school that most children progress to. Teachers from the school visit the nursery to effectively support the transition process. The nursery staff and children participate in exciting joint activities, such as sharing a travelling farm experience. The nursery also offer a well-organised school collection service for children who are only attending school for part of the day. Parents speak highly of the nursery, remarking that it is 'highly recommended in the local community'. Parents actively contribute to the nursery which has a positive impact on their children's environment; for example, they have organised a cake sale to raise funds for a new heating system. Staff positively encourage parents to become involved in their children's learning by enabling them to contribute to learning journals.

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

Children are secure and settled. They enter the nursery confidently and staff welcome them positively. Children who are attending nursery for the first time settle quickly and become involved in interesting well-planned activities, such as making an exciting collage of shapes. At this early stage they can decide when they are ready to go home. Children belong to key person groups according to their age and stage of development which allows them to foster strong relationships. They care for their friends and behaviour throughout the nursery is good; however, there are some limitations for children to make choices and develop skills for independence. During mealtimes children are not able to choose where to sit which sometimes means they cannot sit with their friends or siblings. Staff serve food and drinks for them which prevents children from developing these skills for themselves.

Children receive positive interaction from staff and regular praise for their achievements. They benefit from the staff's success in supporting and extending learning in most areas of development. While children make 'cakes' for each other with a construction set, staff introduce counting. As a result, children count the candles deciding if they have too many. They use digital cameras in the outside area and video cameras to record their achievements. Other technology is widely available throughout the nursery and children can access computers, printers, DVD players and televisions. Staff foster positive language skills by teaching sign language and effectively supporting emerging literacy skills. Children work cooperatively with peers to tidy up at the request of the 'tidying up puppet', working out where everything goes, while discussing what fun activity they are going to do next. They learn how to care for their environment by growing vegetables for cooking and they recycle all waste in brightly coloured bins. A detailed learning journal contains effective observations and pictures of children's achievements at nursery and at home. Stimulating planning ideas linked to themes, such as 'underground', 'autumn' and 'weather' are well thought through. As a result, children actively enjoy painting leaves, digging in the garden, watching wood lice and looking for the roots of a tree. All this support from staff effectively promotes children's skills for the future.

Children have a good awareness of being healthy. They positively engage in hygiene routines, such as washing hands and wearing gloves when digging in the garden. Clear posters around the nursery reinforce hygiene routines effectively and children know why they are important. Children have regular access to a well-resourced, safe outside area and they all participate in fun physical play. Younger children enjoy rolling on top of balls, while older children hide in play houses and use chalks to draw large pictures. The nursery provides a nutritious cooked lunch and children can make healthy choices. Water is available throughout the day and children regularly access it. Children use tools and equipment safely, such as cutlery at meal times. The nursery effectively supports children's understanding of safety by inviting in community police officers and a traffic safety show. This also supports children's understanding of the wider world. In addition, staff successfully

reinforce road safety while on walks to the local shops and river.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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