

Twickenham Day Nursery

Inspection report for early years provision

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Inspector

Caren Carpenter

Setting address

Whitton Health Clinic, Hospital Bridge Road, TWICKENHAM,
TW2 6LD

Telephone number

07990 512 002

Email

whittondaynursery@btconnect.com

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

Twickenham Day Nursery registered in 2011. It is one of two day nurseries and an after school club, operated by Whitton Day Nursery Limited and operates from a single story premises in Whitton, Middlesex within the London Borough of Richmond Upon Thames. The premises comprises of three main play rooms, one of which is a separate annexe located in the outdoor area, a communal play area at the front of the building and an indoor atrium play area. There is an enclosed outdoor play area.

The nursery is registered for a maximum of 67 children under eight years. Of these, 12 may be under two years at any one time. There are currently 27 children in the early years age group on roll. The nursery operates each week day from 7.45am to 6.00pm throughout the year, except for the bank holidays.

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

The nursery employs eight members of staff. One of the company directors manages the nursery. Six staff members hold early years qualifications and two staff are working towards early years qualifications. One staff member holds an early years degree in Special Education needs and Inclusive Education and is also currently completing the Early years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Twickenham Day Nursery provides an inclusive and stimulating environment where children learn and develop through play. Effective partnerships with parents and other settings ensure information relating to individual children's progress and needs is shared successfully. Generally planning, assessment and observations are in place and are developing. The management team has a clear vision for the continuous development of the nursery and is working effectively with staff and parents to improve standards for children.

What steps need to be taken to improve provision further?

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

- develop further the good learning opportunities children are offered by providing babies with a wide range of natural materials to explore
- develop further the use of ongoing observational assessment to inform planning for each child's continuing development

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children. They are aware of their responsibility to report any concerns and are familiar with the procedures should an allegation be made against a member of staff. Robust and clear vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Staff are effectively deployed within the nursery to ensure children are well cared for. Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to eliminate risks.

The management team aspires to provide high quality childcare and is reflecting on the practice within the nursery. This ensures continuous improvement is sustained and further enhances a nursery that already meets the needs of all the children very well. The manager is keen to develop further the use of ongoing observational assessment to inform planning for each child's continuing development. There is a good supportive management structure in place. This results in effective teamwork. The manager and all staff work effectively as a dedicated team to provide good quality care and education for children.

The premises is very well organised in order to meet the needs of all the children and to ensure it is safe, secure and welcoming. Good planning ensures that staff are deployed effectively; supporting and enabling children to access the spacious and well designed outdoor play, throughout the day. Good quality resources are freely accessible helping children to make independent choices. Staffing arrangements ensure children have continuity with a key person monitoring their progress as well as benefiting from a high ratio of staff to children. In addition, babies follow their home routines as far as possible because parents provide staff with very detailed information about all aspects of their development. Policies and procedures are clearly written and are an effective aid to staff in their daily practice to support children's welfare.

The nursery practice is fully inclusive where all children are valued and treated with equal concern. The good procedures with parents means that children who have special educational needs and or/disabilities are offered support to enable them to participate meaningfully. In addition, a member of staff has gained additional skills and knowledge, through further training, in supporting children to enable them to make equal progress in their learning and development. Children's understanding of the world in which they live is developing well as they celebrate festivals such as Diwali and Chinese New Year, helping them to value and respect each other's differences and similarities.

The nursery works successfully in partnership with parents. Parents receive comprehensive information about the nursery. Parents provide written details of the benefit to their children's learning which they share with the key person. Parents are provided with regular newsletters to keep them well informed about future plans and events. A parents notice board, along with daily feedback sheets for babies, keep them well informed about their children's daily routine and what they have enjoyed doing. The nursery values parents' comments and seeks their views through parents' questionnaires. They act on their suggestions to improve the care and learning experiences for the children, as well as developing and maintaining good communication between staff and parents. Parents are very

supportive. They say that the nursery provides a home from home care and that their children enjoy coming to the nursery every day. Parents also comment on the welcoming, caring and supportive attitudes of all the staff. The manager has established links with local schools to ensure continued progression of children's care, learning and development.

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

Children have good opportunities to develop a secure sense of belonging at the nursery. This helps them to feel secure and is fostered by staff's warm and friendly interactions and by the way staff work closely with and involve parents. The nursery effectively links the indoor and outdoor environment so that children can move freely between them. As a result children enjoy a broad range of interesting, challenging and exciting activities. This successfully supports and promotes their learning towards the early learning goals. Children are supported by qualified staff who have high levels of understanding of how to promote their learning as they have fun and play. Overall observations, planning and assessment are in place and are developing. These observations are used effectively to identify children's starting points and to inform planning around the children's interest for future learning opportunities. Babies and young children develop confidence and desire to learn and explore during various messy play opportunities. For example, they thoroughly enjoy participating in body painting and shaving foam activities. However, they do not yet have opportunities to explore a range of natural materials to fully promote their sensory skills. Staff ensure that the daily routine is effectively planned according to their individual needs and at their own pace. As a result, babies are happy and content.

Children are making good progress in their communication, language and literacy development. For example, they have good access to a wide range of quality books which they choose independently for pleasure in the cosy book area. In addition, children choose from a selection of hand puppets which engages and captures their interest, making story times interactive and fun. Children are developing their early writing skills and have good access to a range of writing resources which they select independently. In addition staff encourages children to use makaton and simple sign language to further develop their communication skills. Children have good access to information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. Children benefit from having the use of the well designed outside play area where they participate in an exciting range of interesting and stimulating activities. For example, children have good opportunities to learn about how plants grow and enjoy planting and taking care of their sunflower, tomato and courgette and enjoy preparing and making sauces from their home grown produce. In addition, they use the sun flower seeds to create hanging bird feeders, providing children with good first-hand experiences that encourage exploration, experimentation and critical thinking.

Children thoroughly enjoy creating music and dance and are exploring how sounds can be changed using a wide range of musical instruments during outdoor play. Children excitedly participate in a range of creative activities such as painting, sand

and water play activities.

Children have good awareness of their own safety as they move around the nursery with care, manage the transition between indoors and outdoors with ease and take part in regular fire drills. Older children have a good awareness of routines for personal hygiene as they wash their hands appropriately and attend to their own toileting needs. In addition children are learning the importance of brushing their teeth after eating to keep them clean and healthy. Nappy changing procedures are thorough, which helps to reduce the spread of infection. Children are encouraged to develop a healthy life style through the provision of healthy and nutritious meals and snacks that support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits and vegetables such as kiwis, apples and slices of sweet peppers. Parents are closely consulted about their children's dietary needs and they are provided with freshly cooked meals such as quorn, pasta, vegetable and chicken curry, rice and naan bread. Children have good access to fresh drinking water which they can help themselves to when they are thirsty. Children take part in a range of activities that enhance their physical development, for example they enjoy their time in the garden using a range of equipment for balancing and climbing. In addition, an area in the garden has been designed to encourage children to participate in yoga sessions, further promoting their physical skills.

Children develop close friendships and play cooperatively. They learn to be responsible, taking turns to be helpers for the day. For example, they enjoy setting the table, spending time in the baby room, helping to care for the babies and helping to prepare and serve snacks. Staff have a loving and caring relationship with children, who form strong attachments to adults and other children within the nursery. All staff clearly apply consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour.

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

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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