

Children's House

Inspection report for early years provision

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Inspector Anita Clifford

Setting address St Peter's and St Paul's Church Hall, Church Road,
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Telephone number 020 8296 6711
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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*.

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Description of the setting

Children's House has been registered since 1981. It is privately owned and operates from two rooms in St Peter and St Paul Church in Teddington, in the Borough of Richmond-upon-Thames. The nursery serves the local community. There is an enclosed garden. The nursery is registered on the Early Years Register. A maximum of 30 children may attend at any one time, all of whom may be in the early years age range. There are currently 31 children aged from two to five years on roll. The nursery is open five days a week from 9.20 am until 12.20 pm thirty four weeks of the year, term time only. The nursery follows a Montessori philosophy. It receives funding to provide free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities or learning English as an additional language. There are six members of staff, all of whom hold appropriate early years qualifications. One member of staff has Early Years Professional Status. The nursery works in partnership with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes most of the welfare requirements well. As a result, children make good progress in their learning and development. Staff successfully meet children's individual needs, including those with additional needs and children learning English as an additional language. Staff work well with the early years team and other educational partners to improve outcomes for children. Management and staff generally use self-evaluation systems well to evaluate and update their practice consistently to develop ideas for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve further the systems of self-evaluation to include parents' views to better meet children's individual needs
- develop further the hand washing procedures to ensure all children obtain a better understanding of healthy practices and how these contribute to good health

The effectiveness of leadership and management of the early years provision

Management and staff show a good understanding of procedures for safeguarding children and follow robust policies. All staff are subject to thorough background checks to assess their suitability to work with children. There are robust daily checks and yearly risk assessment, and staff maintain the daily register effectively to support an emergency evacuation. They evaluate the fire drills to maximise safety. Three members of staff have current first aid qualifications to ensure they can deal effectively with accidents and incidents to protect children's health. Children use a good selection of resources to play well, encouraging number, shape and colour recognition. Children's imaginative play is enthused through good access to various wooden resources, such as making rockets using cylinder shaped blocks. Staff develop children's ideas and plan specific theme days, which helps children to make choices about their environment. The nursery has effective relationships with local businesses and professionals, such as the local police officer who talks to children about safety.

Staff promote equality and diversity well by celebrating festivals such as Diwali and Chinese New Year. Staff helpfully provide parents with dual language books, where appropriate, to further support children who are learning English as an additional language. An effective key person system supports the children at all times.

Children with additional needs do well in relation to their starting points as they have good support from staff who work well in partnership with outside agencies. Overall, relationships with most parents are good. The nursery holds parent evenings to discuss children's learning and children's key person is available every morning to talk to parents about any concerns. Good information is available on the notice board, regular newsletters and emails. The nursery has an 'open door' policy so that parents can come and talk to the staff at any time. Strong partnerships with local schools successfully enhance continuity for children..

Management work closely with the early years consultant and other professionals to self-evaluate and make consistent improvements to the nursery. For example, they have made considerable improvements to the planning and observation processes, which now successfully build on children's achievements. Management and staff have yearly meetings to discuss personal development, which has a positive impact on the children's learning. Currently the self-evaluation system does not include parents' views. However, management are establishing a questionnaire to improve communication with parents.

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

Children make good progress in their learning and development.. Staff capture and develop children's interests through improved and consistent planning, clear observations and an effective tracking system. Staff meet children's individual learning needs taking into account interests and abilities. Consequently, children

demonstrate enthusiasm and imagination in self-chosen resources. Staff engage children in small group activities and children continue the activity unsupported enjoying the challenge. For example, some solve problems assembling jigsaw puzzles. Younger children sit in pairs and play by matching picture cards developing visual concepts. Staff join in with games and praise children to challenge their skills, for example when they hit a shuttlecock with their racket. Children effectively secure the skills they need for the future. They display good language skills as they share books with friends and staff. Others enjoy role-play and have interesting conversations with their friends whilst ironing clothes for their dolls. Children recognise their names and enjoy drawing pictures in small groups. They learn new words in French increasing their language skills. Staff successfully promote further language and numeracy skills by using a range of computer programmes. Children learn about numbers when they play with a giant die outside and continue to learn about volume by drinking from china mugs and cups of assorted sizes.

Children successfully learn about the local community through outings, which include posting Mother's Day cards in the post box. Children learn about the wider environment and life cycles, by watching tadpoles grow into frogs and releasing them into the pond at the local park. They also learn about the life cycle of butterflies and are encouraged to respect wildlife. Good behaviour is effectively encouraged, consequently children say please and thank you. Children dress up and use their imagination to support various charities and develop a good awareness of making a positive contribution.

Children show a good understanding of how to stay safe. They access construction activities wearing builders' hats. Children respond well to staff and behave in a safe manner at the nursery. Children wear gloves to keep them safe when touching soil and risk assess the plants. Furthermore, children learn about road safety through a special traffic club and fire safety by meeting firefighters. Children mostly have a good awareness of a healthy lifestyle. They make choices throughout the morning and independently sit at a specific table and pour out water or milk for one another. During snack children sit in two large groups and enjoy eating bananas, apples and oranges whilst they socialise. Children effectively develop their physical skills by scrambling up the climbing frame outside or by sweeping up leaves. There is a weekly sound and movement class for children to develop further their physical skills. Staff routinely take children to the toilet and they know to wash their hands. Staff support children in creative cooking activities although not all children are reminded to wash their hands first.

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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