

# The New Spring Nursery School

Inspection report for early years provision

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<b>Type of setting</b>	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

The New Spring Nursery School opened in 1969. It operates from a church hall in the London borough of Richmond, using the main hall and the vestry room. A maximum of 35 children may attend the nursery at any one time. It is open each weekday from 9.20am to 12.40pm during school terms. During some school holidays, it also runs holiday club sessions for children who attend the nursery, from 10.00am until 2.00pm. Children have access to a secure outside play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children, aged from two years to five years, on roll, of whom a number receive funding for nursery education. The nursery supports children who speak English as an additional language.

The nursery employs five members of staff, four whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There has been significant improvement since the last inspection. All children are valued as individuals and the staff team promote their learning and development requirements competently. Children are extremely well cared for and benefit from a stimulating and secure environment. The experienced staff provides a good range of experiences based on the Early Years Foundation Stage principles; ensuring outcomes for children are promoted the majority of the time. The strong engagement with parents ensures quality of care and learning development is given high priority. The nursery has developed highly successful partnerships with professional agencies and other settings, ensuring the needs of all children are met and additional support is provided. The nursery is mostly effective in its evaluation processes, reflecting on information and suggestions collected from children, staff and parents, ensuring a good capacity to maintain 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 children's opportunities to find out about and learn how to use appropriate information technology such as computers.
- provide further opportunities for children to know about their own and other people's cultures in order to understand and celebrate the similarities between them in a diverse society.
- to further develop a self-evaluation process that reflects rigorous monitoring

and searching analysis of the setting and what it needs to do to bring about sustained improvement to the early years provision.

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

Safeguarding arrangements are implemented extremely well through the highly effective policies, procedures and safety practices adhered to by staff. Staff are highly trained in child protection issues and make this their first priority. Robust systems are in place to ensure the recruitment, vetting and continued suitability of all staff working with children. Fire drills are regularly practiced, recorded and evaluated to ensure all children have an excellent understanding of what to do in an emergency. Staff conduct thorough risk assessments of the premises and of equipment that children may come into contact with, so they are safe at all times. Staff are motivated towards their own professional development and are provided with opportunities to attend training. All required documentation is in place to promote children's well-being and good health.

Children access an abundance of high quality resources that encourage all children to engage in activities that promote all areas of learning and development extremely well. Staff are highly skilled at captivating children's interests. They offer an excellent balance of adult-led and child initiated play. Resources are very well organised throughout the nursery. Staff have a thorough understanding of each child's learning and welfare needs and value them as unique individuals. Staff support children in developing good understanding of diversity through highly effective partnerships with external agencies, positive parental engagement and the cultural celebration of festivals around the world. However, opportunities for children to know about their own and other people's cultures are not fully developed.

All staff working in the nursery are highly committed towards the on-going improvement and all of the recommendations set at the last inspection have been fully addressed. For example, during focussed activities children are grouped appropriately, according to their ages and needs. The staff work closely together to enhance their practice and to identify weaknesses either through support visits from the local authority or through new experiences gained at training courses. Parent's views are sought through questionnaires, coffee mornings and daily contact, whilst children's views are canvassed through circle time. However, the monitoring and analysis systems for highly effective self-evaluation are not fully embedded. The nursery has a determined drive towards their continuous development.

The nursery has established many highly effective links with other settings and professional agencies. Staff have an excellent understanding of the systems in place to liaise with other professionals. For example, positive networking with local authority advisers, health professionals, the fire service and feeder primary schools, ensure learning and welfare needs are successfully promoted for all

children. The importance and value of parent partnerships is strong throughout the nursery. Parents comment positively on the effectiveness of the key person system and the quality of the provision in meeting their child's needs. Parents receive good information about their children's development and have regular opportunities during daily contact, e-mail exchanges or formally at pre-arranged meetings to discuss progress with their child's key person

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

Children are making good progress because staff have a secure knowledge and understanding of how children learn and adapt their approach to suit different ages and needs. Children communicate with a great deal of confidence, talking enthusiastically about their activities. For example, they explain how the more sand they pack into a drainpipe the easier it will be to stand on its own and express clearly their understanding of wildlife. Children are happy and settled in their environment and confidently move around the nursery choosing from the accessible resources. The outdoor area is particularly popular with the children and provides a stimulating, well-resourced and rich learning opportunity. They are actively engaged in a broad range of activities, which stimulate their learning and enable them to have lots of fun. For example, mixing cement for brickwork, planting seeds, playing musical instruments and role-play. Staff have a clear respect for the children and they make learning and development for the individual their key focus. Plans are closely linked to children's individual learning patterns, interests and achievements.

Children enjoy listening to stories and have access to a wide and diverse range of books, which they demonstrate great interest in. For example, younger children independently select books, request willing staff members to read their selections and will often imitate reading behaviour in preparation for their future reading development. Children have many opportunities to develop their writing skills through play and older children are able to write independently with many letters correctly formed. The excellent range of resources fully support children's ability to solve problems. For example, they concentrate on laying train tracks, make models using recycled materials and solve shape puzzles. Children have daily use of technology using electronic devices such as, digital cameras, telephones, electrical toys, tills and keyboards. However, the nursery does not provide regular use of computers.

The nursery effectively promotes children's individual learning patterns, interests and activities. The staff use a flexible planning system, which links, closely to children's profiles, showing observations of achievement, references to the areas of learning and the stages of development. This information is used effectively to support each child's learning and development. Planning comprises of a good balance of adult led and child initiated activities that covers the six areas of learning and incorporates a wide range of different toys, equipment and activities each session.

Children are developing a strong sense of safety. They learn how to use tools and

resources safely explain the importance of fire evacuation procedures and experience safe risk taking when participating in a range of well planned, challenging activities. Children's well-being and good health is encouraged throughout the nursery. They wash their hands after outdoor play, toileting and prior to eating. Children enjoy eating tasty snacks, which are prepared fresh each day and help themselves to fresh drinking water. They make excellent progress in their physical development and enjoy using a rich variety of equipment to try their skills in climbing jumping and balancing. Children are extremely well behaved, feel self-assured and enthusiastically participate in the activities on offer.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

<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	1
The extent to which children adopt healthy lifestyles	1
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