

# Three, Four, Five Nursery School

Inspection report for early years provision

---

**Unique reference number**

123112

**Inspection date**

08/11/2011

**Inspector**

Clair Stockings

**Setting address**

Fitzhugh Community Clubroom, Fitzhugh Grove, LONDON,  
SW18 3SA

**Telephone number**

020 8870 8441 or 0208 874 8021

**Email**

dixonannab@aol.com

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Three, Four, Five Nursery School registered in 1992. It is one of two nurseries owned by the registered person. It operates from a community hall within a small housing estate situated in the Wandsworth Common area, London.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children in the early years age group, of whom none may be under two years, may attend at any one time. The nursery is open each weekday from 9am to 12.30pm with the option of extended stay until 3.15pm each day except Friday, during term time only. There are currently 62 children aged from two to five years on roll. The nursery provides free early education to children aged three and four years. The nursery currently supports one child who speaks English as an additional language.

There are six staff working directly with the children. All hold appropriate early years qualifications, including one member of staff who has Qualified Teacher Status and another who has Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding.

The nursery offers an exceptionally welcoming and inclusive environment for children. Its robust procedures and efficient systems are extremely effective in promoting children's welfare, learning and development. Children thrive as they benefit from a wide range of stimulating and exciting play experiences in both the indoor and outdoor environments. The partnerships with parents and external agencies are a key strength of this nursery and ensure that all children receive care in line with their individual needs. The principal and manager are extremely proactive in driving improvement. Overall, the staff team continually evaluate their practice and maximise opportunities to further improve the outcomes for all children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the self-evaluation process to provide further opportunity for parents to contribute to identification of the nursery's 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**

Children are safeguarded and exceptionally well protected in the nursery as staff are extremely vigilant and have an excellent understanding of local safeguarding procedures. Robust recruitment and vetting procedures mean that adults caring for children are cleared as suitable to work with them. Staff make very effective use of detailed and thorough risk assessments to support them in checking that the areas used by the children are safe. This means children are able to move safely and freely around the building.

The environment is extremely well organised and accessible with a plentiful range of high quality resources. This allows children to play in areas of independent choice both indoors and outdoors. Supported by the well-qualified, inspiring staff, children thrive and make excellent progress. Staff are highly knowledgeable of the Early Years Foundation Stage and use this extremely well to extend the children's learning.

The principal, manager and staff team all contribute to the nursery's highly reflective self-evaluation. This takes account of all aspects of the provision, identifying strengths, together with areas needing further development in order to enhance the environment. Together, they share high expectations and set high standards rooted across all areas of practice. Parents have some opportunity to contribute to the self-evaluation process through the use of questionnaires and consultation. All recommendations from the last inspection, such as review of hand washing procedures to minimise the risk of cross infection, have been thoroughly and successfully addressed.

The nursery actively promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Staff are highly effective in enabling all children to be well integrated. The development of all in relation to their starting points is excellent. Staff are very successful in taking steps to close identified gaps in children's achievements. Consequently, the outcomes for children and their experiences are extremely positive.

The nursery forms very close working relationships with parents and carers. Parents speak glowingly of the intuitive and friendly staff and all they do for the children. A free exchange of information means that parents, carers and staff are all kept extremely well informed about every aspect of children's achievement, well-being and development. This means that parents and carers can become fully involved in their children's learning. Each child is well supported in making excellent progress towards the early learning goals. Relationships with other professionals and external agencies involved with the children are well established and highly effective, contributing strongly to supporting children's ongoing welfare and learning.

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

Children thrive in the homely and dynamic learning environment. The children are extremely well settled and they thoroughly enjoy taking part in a varied range of worthwhile and stimulating activities, both indoors and outdoors. While playing outdoors children delight in exploring the 'bug hotel', looking for evidence of insects. This fosters their natural curiosity and staff skilfully use this opportunity to extend children's learning through discussion. Staff undertake systematic and spontaneous observations that very effectively inform both individual and group planning. This means they are able to successfully meet children's individual needs and interests through a significant range of experiences.

Staff have extensive knowledge of particular children they are responsible for. They talk in detail about what these children can do and how they plan to move them on to their next identified stage of development. Thorough assessment records are in place within the children's developmental profiles. These records clearly identify children's starting points and future learning, illustrated by a wealth of photographic evidence. Children enjoy looking at these photographs and reviewing their own learning when they independently access their individual profiles. The intuitive ability of staff to positively engage in everything children say and do enables children to feel highly valued. This further encourages children to become highly inquisitive and active learners.

Children successfully develop their spoken language through interaction, conversation and answering appropriate questions posed by staff. Children develop excellent understanding that text carries meaning through the highly effective use of books, labels and displays. They learn to link, name and sound the letters of the alphabet as they eagerly respond to staff during a group phonics activity. Children have impressive access to information and communication technology, for example, through use of an interactive whiteboard, children's digital cameras, microphones and a computer. This contributes highly effectively in helping children acquire and apply appropriate skills for their future lives.

Exciting outings to the theatre as well as visits to the nearby common, garden centre and post office provide ample experiences for children to find out about the world around them. Children develop an excellent knowledge and understanding of how to lead a healthy lifestyle. They benefit from regular fresh air and exercise during daily outdoor play. This gives opportunities for them to gain an understanding of the changes that happen to their bodies when they are active. Children display an excellent awareness of healthy eating when making healthy choices from the nutritious selection at snack time. Staff organise snack time to provide an opportunity for children to develop excellent independence skills by helping to prepare and serve their own snack and pour their own drinks. Children have access to fresh drinking water which they can independently help themselves to when they are thirsty. This helps children to develop an awareness of their own bodily needs. Children show a highly impressive understanding of the importance

of personal hygiene as they follow embedded practice.

Children's emotional well-being is exceptionally well nurtured by the warm and purposeful interaction of the staff who are very effectively deployed throughout the nursery. Staff provide excellent role models and treat each other and the children with respect. They clearly apply consistent boundaries so that children develop excellent knowledge of what is expected and consequently display exemplary behaviour. Children play co-operatively, take turns, and demonstrate respect and concern for each other. They display an extremely strong sense of belonging to the nursery as, supported enthusiastically by staff, they carefully help to tidy away at the end of the session.

Children are very confident and competent in communicating their thoughts and show a mature response to taking responsibility for their own and others' safety. They demonstrate this impressively during outdoor play when they listen and adhere closely to the instructions of staff. Children learn about safety through regular fire evacuation practice. In addition, children know how to use a range of challenging utensils and resources safely, supported by attentive staff.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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