

Trafalgar Day Nursery

c/o Trafalgar Infant School, 49 Meadway, Twickenham, Middlesex, TW2 6PY

Inspection date	06/02/2013
Previous inspection date	19/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, confident and well motivated and they make good progress in their learning, ably supported by well qualified kind caring staff.
- Staff are well deployed. The key person system works well and children are happy and secure in the daily routines as they are cared for in a welcoming well-resourced nursery.
- Leadership and management is a strength; the manager and deputy are enthusiastic and have an accurate understanding of what they do well and what they want to improve.
- Effective monitoring and training helps ensure continual improvements that benefit children.
- Partnerships with parents are effective; staff work well to address any concerns so that relationships can continue and they provide consistent care for the children.

It is not yet outstanding because

- Some staff do not consistently use open ended questioning and do not give children sufficient time to respond before answering so children can develop ideas and make links to their thinking and learning.
- The book areas are not always attractively arranged and have torn books, many factual book are kept out of reach of the children, which limits their choice and interest in books.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the playrooms, the outside play area, and after school club and spoke to children and staff during the inspection.
- The inspector completed a joint observation with the manager in the toddler room.
- The inspector had a meeting with the manager and company nominated person and a meeting with the SENCO.
- The inspector sampled documentation including accident and complaints records, children's assessment records and planning documentation.
- The inspector took account of views of parents and carers on the day.

Inspector

Carol Willett

Full Report

Information about the setting

Trafalgar Nursery is run by Asquith Nurseries. It operates from five rooms in a purpose built building in Twickenham in the London Borough of Richmond. The nursery is open

each weekday from 7.30am to 6.30pm for 51 weeks of the year, excluding public holidays. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 83 children may attend the nursery at any one time. There are currently 101 children on roll in the early years age group and this includes children who attend for morning or afternoon sessions. The nursery receives funding for free early education for children aged two, three and four years. The nursery is on a school site and offers before and after school care to children aged up to 11 years who attend the school. The out of school club is open between 7.30am and 9am and 3pm and 6.30pm. There are 62 older age children on roll. The nursery supports children with special educational needs and/ or disabilities, and also supports children who learn English as an additional language. The nursery employs 39 staff including the manager and over half of the staff hold appropriate early years qualifications. Three of the staff have early years degrees and one member has Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Develop staffs skills in the use of open ended questioning so children develop ideas and make links to their thinking and learning
- Review the book areas in each playroom to ensure children can easily access a wide range of story and factual books that are in good condition, make sure staff have a good understanding of the importance of displaying books to aid children's choosing.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning as staff have a secure understanding of how children learn. Staff plan effectively and provide a broad range of experiences that take account of children's interest. For example, children enjoy learning about planets and the solar system and provide an interesting wall display. Staff help their key group children to make 'talking and thinking books', which include children's pictures and words scribed by adults. Overall, staff interact well with the children and plan interesting activities to extend their learning. Toddlers enjoy exploring cold cooked spaghetti with a range of tools and explore natural materials in treasure baskets. However, not all staff consistently use open questions or allow children sufficient time to respond to questions in order to make links in

learning.

Children develop a good sense of belonging as staff display their artwork throughout the nursery and children also have their own named drawers and coat pegs. Staff learn important key words in order to support children's home languages. Staff include some labelling in different languages so children learn to value other languages. Children have access to books as each play room has a cosy book corner. However, sometimes the book areas are not always attractively arranged and there are torn books. Many of the interesting factual books are out of reach of the children. This limits their choice and interest in books. Younger children develop an awareness of technology through many push button toys. Older children develop a good understanding of why and how things work as they access computers and enjoy dancing to programmes on the interactive white board. Children enjoy a variety of creative activities and have free access to a wide range of resources to express their creativity. Children enjoy being imaginative as they dress up as superheroes and use the role-play areas. There is a good range of resources to develop children's mathematical skills including those to match and sort objects. Staff use number songs to develop children's awareness of counting in a fun way.

Staff effectively develop children's social, physical and communication skills. They organise the playrooms well and provide good quality wooden climbing and sliding resources to develop younger children's physical skills. Children freely enjoy the outdoor play areas and plans to develop this area will add well to children's enjoyment and learning. Children's manipulative skills develop well as they freely access a wide range of stimulating toys, tools and materials, such as play dough, which they help make. Children happily share and play cooperatively as they share tools and play together when making the wooden train track. Older children sit and listen well in larger group times. They are learning to recognise letters on flash cards and enjoy singing rhymes linked to the sounds that letters make. Children show an interest in books and join in well at story times.

Staff plan well for children's progress as they regularly observe the children and development records include photographs and summarise their progress well. Recently adapted planning takes good account of changes to the early years curriculum and effectively identifies children's next steps in learning. Staff establish positive partnerships. They communicate well with parents and others involved in the children's care, fully sharing information about the children. Staff effectively implement the two-year-old progress check summery and there are regular parent meetings to share information. These measures enable staff and parents to plan well together for children's learning. Children of all ages and abilities are fully included. They receive good support to enable them to develop skills required for transition between rooms and onto school.

The contribution of the early years provision to the well-being of children

Children are happy and confident as staff provide a caring, busy learning environment. The key persons system works well so staff have a good knowledge of young children's needs and routines right from the start. Children are happy, settled and confident as staff form good relationships with their key children. Key group time allows the children to

spend time with their key carer daily so staff have a good insight into children's learning needs. Staff are well deployed so children are supported and their individual needs are met promptly. Staff act as good role models, they provide an inclusive environment in which every child is welcomed. They respond well to children's ideas and suggestions and as a result, children feel valued and develop good self-esteem. Children develop a positive understanding of diversity as staff provide a good a range of resources and activities. They encourage staff and parents to share their cultures.

The nursery is well organised and resourced. Children freely choose from a wide range of easily accessible toys and resources. Children enjoy interesting adult-led activities that promote all areas of learning. Children feel safe and secure as they learn about safe behaviour and how to manage risk. They confidently know the rules about where they can run and they learn how to use tools, such as scissors, safely. Children move confidently around the nursery and staff carefully supervise them. Older children freely access the outdoor play areas for a good part of the day as they have access from their playrooms. They enjoy meeting children from the other playrooms and visiting their previous playrooms to see their friends and previous key carers. These opportunities increase children's security and aid transitions between rooms. Caring attentive staff meet babies' care needs promptly. Babies sleep and have bottles according to their individual home routines on entry to the nursery. They receive appropriate cuddles and are rocked to sleep in staff arms as required when new. This promotes children's good health and well-being.

Children develop a good awareness of healthy lifestyles. They enjoy fresh air and exercise as they play outdoors each day. Babies go out for walks as often as possible so they see their local community. Staff promote children's good health through effective daily health and hygiene routines. Children eat healthy and nutritious meals brought into the nursery at lunch time. Staff use food probes to ensure all food is at the correct temperatures. Staff ensure children eat a good variety of fresh fruit and vegetables in snacks and at teatimes. Staff follow effective systems to ensure allergies and health preferences are identified and well known. They have introduced the use of a coloured plate system and named placemats which indentify excluded foods. Older children freely access drinking water as they learn to recognise their bodies' needs. Well embedded daily routines promote children's welfare well and limit the risk of cross infection. Staff clean the tables before food is served and nappy changing procedures are good. Children know they need to wash their hands before they eat and the use of posters in the toilet area act as useful reminders. Older children manage their own care needs, showing increasing levels of confidence and independence. They happily put on coats and boots for outside play. Good nursery practises help children develop skills to support them in their transition to their next stages in learning.

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

The nursery manager is enthusiastic and demonstrates strong leadership and management skills ably supported by the deputy manager. They work well to provide good care for the children and they receive continuous support from the company

management team. The well qualified staff team engage effectively with the children. They demonstrate a good understanding of the welfare and safeguarding requirements. Staff receive training in first aid and child protection. They are secure in their knowledge of the company safeguarding procedures and care and welfare issues, such as administration of medication. All appropriate records such as recording accidents are in place and monitored by the company. Staff carry out regular risk assessments both in the individual rooms and across the nursery. This successfully promotes children's welfare, safety and security. Evidence of staff suitability and training is readily accessible. There are good systems to monitor visitors to the setting and accurate room records are kept of children and adults. Staff are well deployed and supervise children effectively including through lunch breaks. There are good systems in place for monitoring the performance of staff through regular supervision and annual appraisal. The manager has good observational skills. She takes immediate actions if she sees training issues as she goes into the nursery rooms. For example, she identifies how vital adult input is as children lose interest in an activity when staff attention is redirected. Staff supervision is effective in identifying development needs and the nursery has good access to training within the company. They feel the recent introduction of peer observations will enhance staff skills.

Systems for self-evaluation are effective in identifying strengths and areas for future development. For example, staff identify the need to upgrade the outdoor play areas and are seeking funding from the company. They have improved communication with parents through the use of an information screen in the entrance. They also display staff photographs so parents know who staff are in all the playrooms. Staff recognise the importance of open and positive partnerships with parents. Parents' comments at inspection indicate staff are caring and approachable and children are happy and make good progress in their learning. There are clear systems in place for dealing with complaints that effectively engage parents in order that relationships can continue. Staff work well together to ensure that the needs of all children attending can be met. Good systems are in place to support children with special educational needs. Staff work closely with all agencies involved in children's care to plan programmes so children make progress in their development from their starting points. The nursery has good relationships with reception teachers who share the same site which aids children's transitions into school.

Staff have a good understanding of the learning requirements and overall they are skilful in their interactions with children. Well planned adult-led activities based on children interests and well organised and resourced playrooms successfully promote learning across all areas. Staff group children appropriately, which enables them to plan and deliver a broad and balanced range of interesting play experiences. Children's assessment records contain good written observations, examples of children's work and photographs. Progress summaries are shared regularly with parents, who contribute their comments. These effective systems to monitor children's progress enable staff to identify appropriately targets for children's future learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY291137
Local authority	Richmond upon Thames
Inspection number	903580
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	115
Number of children on roll	163
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	19/01/2011
Telephone number	020 8893 9217

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

