

# Richmond Day Nursery

C/o Marshgate Primary School, 157 Queens Road, Richmond, Surrey, TW10 6HY

<b>Inspection date</b>	23/04/2013
Previous inspection date	05/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make excellent progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities.
- Children feel very safe and secure within the extremely warm and welcoming environment. The highly effective key person system enables them to form secure attachments with staff.
- The positive emphasis on working in partnership with parents means that parents are well informed about their children's development in order to support their learning at home.
- The manager and her staff team share a strong commitment to the continuous development of the nursery's practice in order to further enhance outcomes for all children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the children's rooms and the garden.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records.
- The inspector discussed safeguarding issues including behaviour management.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Richmond Day Nursery registered in September 2003. It is one of 79 provisions managed by Asquith Nurseries Limited. It operates from four rooms in purpose-built premises at Marshgate Primary School Richmond, in the London Borough of Richmond upon Thames. Children have access to secure garden for outdoor play. The breakfast and after school clubs are located in a classroom in the school building and provide out of school care for children attending Marshgate Primary School. The nursery is open from 7.30am to 6.30pm each weekday for 51 weeks of the year. The out of school clubs open from 7.30am to 9am and from 3.15pm to 6.30pm during term time only. There are currently 82 children aged from eight months to eight years on roll, some in part time places. The nursery supports children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 23 staff, of whom 17 hold appropriate early years qualifications, with one staff member working towards an appropriate qualification.

### What the setting needs to do to improve further

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

- consider providing children with access to large portable equipment that they can move safely and cooperatively together and create their own structures in order to extend their physical skills as well as possible.

### Inspection judgements

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

Children flourish in the friendly and welcoming nursery. Staff have an excellent understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They also know how children learn and provide a rich variety of challenging learning experiences that are fun and highly stimulating for them to enjoy. Consequently, all children achieve well and make excellent progress towards the early learning goals, given their starting points. The highly effective system of observation, assessment and planning helps to ensure that children's progress is monitored routinely and accurately. The information gained from the routine assessments is used to compile the children's progress check at age two years. Parents have regular opportunities to comment on their child's progress at the routine reviews and parent's evenings. These help to keep parents very well-informed about the children's learning and development.

Staff take advantage of every opportunity to promote language and communication. This happens through singing with younger children and engaging older children in conversations to encourage them to think and respond. Children listen attentively to favourite stories and anticipate with excitement what happens next. Staff know the children very well and use their interests to provide exciting learning experiences. For example, when children showed an interest in chicks and hens, staff obtained a clutch of incubating hen's eggs for them to monitor. The excitement built as the time approached for the eggs to hatch. Staff read stories about hens and showed children posters to demonstrate their lifecycle.

Parents provide a wealth of relevant information about their child when they start the nursery. This is used by staff to ensure that the care the children receive is consistent and appropriate. Parents also complete 'home learning story' sheets. They use them to record details of any significant events in the child's life at home. Staff talk about their story with them and encourage the children to share it with their friends during group times. This promotes children's self-esteem and confidence and also helps parents to be fully involved with their children's learning at home. Babies develop their senses by feeling an assortment of textures in the treasure basket. Their personal, social and emotional development is well promoted. For example, babies express delight when they come across photographs of their family in their special books in the sensory area.

Staff learn key words in other languages to use with children learning English as an additional language. This helps new children to settle and feel secure. Children in the after school club confidently select activities of their choice to play with. The stimulating resources provide fun for the children after a day at school, and also further promote their learning in all areas.

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

The well established and highly effective key person system enables children to form strong emotional attachments to staff. This supports children's growing security during settling in periods and their ongoing well-being. For example, babies are nurtured warmly by caring staff who hold them in their arms for bottle feeds.

The structure of the nursery significantly benefits children's physical development and well-being because all rooms have easy access to the garden. This supports children's independence because it enables them to choose whether to play indoors or out. The garden provides rich learning opportunities. The covered areas provide cosy spots for children to settle down for a story with staff and for babies to enjoy one to one attention with their key person. Children dig in soil and grow flowers, thereby learning about the natural world. They also tend a sensory area where they feel and smell herbs. Children have great fun and show developing physical skills as they use ropes to scramble up the side of the play house. Although all aspects of physical development are well promoted, children lack the opportunity to handle large portable equipment with which to create their own structures and make up games with their friends. The nursery provides healthy and

nutritious meals. Highly effective systems ensure that children's individual dietary needs are known and adhered to by all staff. Meal times are social occasions because the children and staff all sit together at the tables and eat in a calm atmosphere. From a young age children develop the skills to help serve their own meal.

Children have a highly developed sense of the importance of adopting a healthy lifestyle. They explain with assurance which foods are good for growing bodies, and which to avoid to keep teeth in good condition. They also understand the importance to their health of washing their hands at appropriate times of the day. Children also learn about the harmful effects of over-exposure to the sun. They explain that sun screen must be applied and a sun hat worn to protect them. As well as enjoying physical exertion on the garden equipment, children play energetic games, such as 'What's the time Mr Wolf'. This enables them to have exercise, learn the concept of time and the importance of abiding by the rules of a game.

Children's behaviour is exemplary because they are thoroughly engaged in meaningful activities throughout the day. Children also learn 'golden rules', such as 'hands are for clapping' and 'feet are for walking'. Knowing what is expected of them further helps children's sense of security and belonging. Children are exceedingly motivated and interested to join in and explore the resources and equipment. Staff fully focus on the children and their needs and use the wide range of resources to good effect to make learning fun. Staff prepare children very well for moving from room to room within the nursery. Parents are consulted and together the timescale of the move is planned in order to ensure that the change takes place smoothly. Staff also prepare children well for their next stage of learning at school by fully promoting their personal, social and emotional skills. These include ensuring that children can manage their personal care and can dress themselves. In addition, staff take children to look at the school playground and discuss the type of activities they will do there to help them become familiar with their new surroundings. They also discuss the new friends they will make at school and the fun they will have with them.

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

The leadership and management of the nursery are exemplary. The manager has a passion to provide high quality care and education for children. She successfully shares her vision with her motivated and skilful staff team. There is a strong commitment towards the continuous development of the nursery in order to maintain the existing first rate practice. This results in rigorous and accurate self-evaluation of practice and the identification of areas to strengthen. The delivery of the learning programme is comprehensively monitored to ensure that staff practice is consistently high and that every child's needs and interests are incorporated into the planning. The continuous professional development of staff is fully encouraged in order to further develop their knowledge and skills for the benefit of the children and their families.

The manager and her deputy are the designated safeguarding practitioners. They fully

understand their responsibility to meet the safeguarding and welfare requirements and have undertaken further training to equip them for the role. A training programme has been introduced in order to ensure that staff use appropriate strategies to manage challenging behaviour in children. In addition there is also a well-embedded 'whistle blowing' policy in place that is understood by staff. Staff recognise the importance of safeguarding the children by reporting any concerns they might have about how a colleague handles them. The recruitment procedure is robust and ensures that all staff have suitability checks before working with the children. The safety of children is a top priority. Highly effective security measures help to ensure that intruders are unable to enter the nursery unchallenged. The detailed risk assessments identify and minimise all obvious safety hazards on the premises and for outings.

The strong relationships that staff establish with parents are fundamental to the well-being of the children. Their views about their children's progress are sought regularly and their full involvement in their children's learning helps build a solid foundation for each child. At the inspection parents commented that they chose this nursery over many others and that they are very happy with the care it provides.

### **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 action. 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

<b>Unique reference number</b>	EY302074
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	909573
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	84
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	05/11/2009
<b>Telephone number</b>	0208 332 2085

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## 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, which are usually the childminder's 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.

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