

Bushy Park Day Nursery

Church Grove, Kingston upon Thames, Surrey, KT1 4AL

Inspection date	13/06/2013
Previous inspection date	09/02/2011

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

- Staff develop secure relationships with parents and carers involving them well in children's learning and development.
- The nursery environment is welcoming and well maintained, providing children with good choices in their play and learning in both the indoor and outdoor environments.
- Children with additional needs are particularly well supported. This enables them to be fully involved in all activities. As result these children are making good progress.

It is not yet outstanding because

- Staff occasionally miss key opportunities to extend the communication skills of younger 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 completed a joint observation with the pre-school children and the manager in the garden.
- The inspector spoke to the manager at a convenient time to discuss emerging issues.
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.
- The inspector spoke to parents to gain their views.
- The inspector observed staff and children in the play rooms and outdoor area and spoke to staff at different times during the inspection.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Bushy Park Day Nursery was registered in 2004 and is run by Asquith Court Nurseries Ltd. The nursery is situated close to Bushy Park in Kingston upon Thames in Surrey. The nursery is located within a converted church. There are three playrooms for children. There are enclosed areas for outdoor play. There is level access to the toddler and pre-school rooms. The baby room is accessed by stairs and no lift is available.

The nursery is open daily from 7.30am to 6.30pm, for 51 weeks a year. The nursery is registered on the Early Years Register, and there are currently 75 children on roll. The nursery supports children who have special educational needs and/or disabilities and 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 years.

A team of 23 staff are employed by the nursery, including the manager, and a cook. Of these, 19 staff work directly with the children, of whom all have an appropriate early years qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the systems to maximise opportunities to foster younger children's early conversations.

Inspection judgements

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

Children clearly enjoy their time in the nursery. They are warmly welcomed by staff as they arrive in the nursery. There are good opportunities for parents at this time to talk to staff and share information about children's progress at home. Children choose from a wide range of quality equipment providing them with choices in their play and learning. Pre-school children thoroughly enjoy using different size wooden blocks to create their own space rocket. Children work together well talking about their ideas, they tell the staff they are astronauts and they are going into space. Staff used open-ended questioning to encourage the children's thinking and problem solving. For example, some of the children find it difficult keep the sides of the rocket upright. Staff encourage them to think about different ways to support wood to enable it to stand up. Children think about different solutions and agree to put solid wooden blocks on either side. They show a great sense of achievement with their completed rocket.

There are good systems in place to enable parents to settle their children. These include completing detailed 'All about me' forms recording their children's achievements at home, preferences and home routines. Staff complete observations and assessments. They have regular discussions with parents and carers to plan the next steps in children's learning. Key persons are responsible for completing assessments on their children's development including the two-year progress check. This system works well because staff use children's interests and have a clear understanding of their uniqueness and individual learning style. Consequently, children make good progress given their starting points.

Parents are encouraged to share their skills in the nursery to extend children's learning through meaningful experiences. They share their knowledge about their careers, and help the children to learn about different jobs, such as cabin crew for an airline. A parent takes the children on a pretend holiday flight to South Africa. Children are involved in the pre-flight checks, in-flight food and checking passports. Children show great interest and their learning is further enhanced by using the interactive smart board to instantly look at different forms of aircraft and forms of transport. This effectively promotes children's curiosity and increases their knowledge of real-life experiences.

Babies investigate cornflour and water 'gloop'. Staff add oats and food colouring to extend the activity. Staff support children well encouraging them to feel the texture with their fingers. Photographic evidence shows that the babies have lots of opportunities to use their senses during body painting, water play in the garden and exploring shaving foam. Children in pre-school room excitedly investigate spiders' webs. Staff plan various activities to fully engage all children in this topic. Children are encouraged to use the encyclopaedia to find different species, the chalkboard to enable them to draw their own spiders and paper to recreate their own webs. Some children notice the garden spider looks like a bee. Staff use effective questioning to extend children's interest and learning. They encourage the children to think and talk about how flies are caught in the web. Children delight in telling staff how they become food for the spider. Staff help the children in recognising that it takes 30 minutes to create a web which is the same time as it takes the children to eat their own lunch. This provides children with excellent opportunities to extend their communication and language skills and reinforce their learning. Staff prepare children well for the next stage in their learning and their eventual move to school.

Toddlers confidently move between the indoor and outdoor areas. Staff provide a broad range of activities in both areas, such as, jelly play, investigating ice, sand and water play. Children have opportunities to use their imagination in the well-resourced role play area. Staff work with the children changing the area as their interests develop. For example, they create a farm or a hospital. Although communication is good throughout the nursery, some staff do not fully engage with younger children during nappy changing or hand washing routines, to further promote their language skills.

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

An effective key person system is implemented and includes providing a 'buddy' carer. This helps staff in providing good settling in procedures. Consequently, children are comfortable and secure in the nursery environment. Parents build strong links with these staff and as a result their children become confident and independent learners. Throughout the nursery environment children of all ages are fully supported in developing their independence. At mealtimes, babies are encouraged to feed themselves and staff provide good resources and support to facilitate this. Toddlers and pre-school children are encouraged to serve their own food and drinks. All children demonstrate that they are confident to approach staff for support, cuddles and if children are unsettled they are quickly reassured.

Children's physical development is well promoted. Babies are encouraged to use soft play equipment to roll, climb and slide. They excitedly explore the balls in the ball pool, recognising as they try to move the balls move with them. Older children confidently pedal tricycles and scooters around the outside area. They show increasing control as they steer and negotiate around other children and equipment. Toddlers enjoy yoga. Staff support and demonstrate the different moves encouraging the children to stretch their bodies. In addition, children go on visits to Bushy Park where they can run safely and explore a different environment. They feed the ducks in the pond and use the play equipment in the park.

Children have good opportunities to learn about healthy lifestyles. They follow good hygiene routines throughout the day. Children benefit from healthy and nutritious snacks and meals. Any dietary requests are taken into account when planning the varied menus. Children learn about keeping themselves safe and taking controlled risks.

Children behave well. They know and understand the simple nursery rules such as being kind to others and sharing toys and equipment. Staff are positive role models and give clear explanations to all aged children to enable them to understand the boundaries and expectations. Staff plan a good range of opportunities for children to celebrate different cultures throughout the year. Parents are encouraged to be involved and share significant events in family life. Consequently, children develop positive relationships with staff and other children. They learn to respect and value differences.

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

The management and staff demonstrate secure knowledge and understanding of the safeguarding and welfare requirements. There are clear procedures to make sure that every member of staff undertakes online safeguarding training. In addition, there are numerous courses to support staff in keeping children safe and promoting their health and general well-being. Effective risk assessments help to ensure all play areas and equipment are safe for children to use. All accidents are recorded promptly and parents are kept informed of any incidents. Management are aware of the need to notify Ofsted of any significant incidents. Many staff hold first aid qualifications to further protect children's safety.

The nursery is part of a chain and has clear policies and procedures to support staff in planning purposeful play and learning opportunities for every child. Staff tailor activities to support children's individual learning. Parents are involved in this process through each child having a regular review to make sure that their individual next steps in their learning are planned for successfully. The management team undertake regular reviews including room observations. This enables them to make sure that the learning opportunities offered are appropriate for each child's age and stage of development.

There are good systems in place to monitor and evaluate all aspects of the nursery. The management and staff undertake regular reviews of their practice. The management team including the company's training officer complete observations and individual assessments of staff performance. This supports their personal development and identifies any training needs. In addition, if staff have an interest in any specific training, they are encouraged to attend. For example, some staff are undertaking management training or special educational needs coordinator training. In addition, staff from other nurseries within the company will share and demonstrate good practice to raise standards of care and education. Parents are involved in the monitoring and evaluating through various methods. For example, customer satisfaction surveys, informal discussions and regular meetings with nursery staff. Consequently, parents' and children's views are given a high priority. Management incorporate suggestions or comments wherever possible into the nursery practice.

Staff build excellent relationships with parents and carers. There are excellent systems in place to ensure regular communication through parental choice. For example, through e-mail, telephone calls, electronic information and regular meetings. Parents are encouraged to share information about children's progress at home through completing an observation and home form. This information is valued and used to support individual planning for children. Parents report that nursery staff are skilled and good at communicating with them about their children treating them as individuals. Parents value the fact that the nursery makes good use of Bushy Park enabling the children to visit frequently. They feel this is particularly relevant with their babies. There are secure systems to liaise with other early years providers and professionals. As a result, children are well supported and children with additional needs are enabled to reach their full potential.

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

Unique reference number	EY291457
Local authority	Richmond upon Thames
Inspection number	896242
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	75
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	09/02/2011
Telephone number	0208 614 8044

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

