

# Bush Hill Park Day Nursery

2 Queen Anne's Place, Bush Hill Park, Enfield, Middlesex, EN1 2PX

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 17/07/2013 |
| Previous inspection date | 12/01/2009 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | 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            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- The sharing of information between staff and parents helps to enhance children's learning.
- Children are provided with a varied range of activities that are tailored to their individual needs and help them to make good progress.
- Children's literacy skills are developing well as print and symbols are on display throughout the nursery. More able children show interests in reading and they are beginning to read simple words in books.
- Staff's warmth and affection help to support children's emotional wellbeing and encourages children to develop independence and try out new things.

### It is not yet good because

- Children's behaviour is managed inconsistently as some staff have insufficient skills to help children to understand that certain behaviour is not acceptable.
- The register of attendance is not accurately maintained to help ensure the safe management of the provision.
- Children are not always following good hygiene procedures, especially before eating snacks outdoors.
- Children are not provided with sufficient support to learn to use positional language or to develop an understanding of positions when playing games.

## 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 interviewed the temporary manager.
- The inspector observed the staff interacting with children and children interacting with staff and their friends.
- The inspector walked with the staff and children to the outdoor play area for observation of outdoor play.
- The inspector sampled a range of documentation, including the register of attendance, safeguarding policy, staff records and the record of the risk assessment.

## Inspector

Jennifer Liverpool

## **Full Report**

### **Information about the setting**

Asquith Nursery Bush Hill Park opened in 1990. It operates from three base rooms on two floors in a converted end of terrace listed building. There is a small secure court yard for outside play. Also, available is an off site secure play area (leased by the company), located across the road adjacent to the building. The nursery is situated in a mainly residential area and is in close proximity to local transport facilities, schools and shops. It serves the local area. The nursery opening hours are from 7.30am until 6.30pm Monday to Friday, 51 weeks of the year.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 65 children aged from birth to four years on roll. The nursery receives funding for the provision of free early education to children aged three and four years.

There are currently 19 childcare staff, of these, one person holds a relevant BA honours degree, another has a foundation degree qualification and 15 staff hold an early years qualification to level 3. There are also (administration and kitchen) support workers.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve staff's knowledge of behaviour issues and ensure that staff implement the behaviour management policy and procedures in order to help children to learn how to behave and promote their welfare
- maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance

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

- help children to understand the importance of hand washing before eating outdoors, by for example, having wipes, water or antibacterial cleaning fluids available
- promote children's mathematical awareness further by, for example, making greater use of directional and positional language.

## Inspection judgements

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

Staff have a good knowledge of individual children because they regularly observe, assess and identify the next steps in children's development and learning. This helps the staff to plan for each child. They ensure that suitable activities or one to one work is included in the weekly programmes so that all children are helped to move on at a good pace. For example, staff are beginning to encourage younger children to take part in tidying up so that they become aware of the change of routine and help with putting toys away. Another example is that staff adapt activities to challenge more able children by supporting them to link letters to sounds and blending sounds together to make simple words. As a result of this, some four-year-olds are beginning to read simple words. All children show confidence in communicating, talking readily to their friends and adults. Staff role model the use of language effectively and ask open-ended questions to encourage children's language and thinking.

Children see number posters indoors and outdoors on the tricycles and on wall displays. These labels help to reinforce children's recognition of numbers from one up to 10. Children learn about size and shapes during practical and planned activities. For example, young children use different size bottles in water play and they are supported to help recognise bottles that are empty, full or half full. Older children show interests in shapes and are beginning to recognise complex shapes, such as, hexagon and pentagon. Children ride their tricycles on road markings in the outdoor play area. Staff help children to become aware of road signs and reinforce children's understanding of road safety. Staff also use the road markings to help children practise movement skills with hoops. However, staff do not provide sufficient opportunities for children to learn to position themselves and use positional language, such as, 'behind', 'in front' and so forth when they play with mobile equipment or pretend that they using transport.

Staff support young children in developing their independence by encouraging them to try out things for themselves. For example staff assist younger children to hold the jug and pour drinking water into their cups at meals times. Young children are beginning to gain confidence in using spoons and forks to eat their lunch. Also, young children are encouraged to serve their own food. This helps them to make their own decisions about how much they would like to eat. Staff respect the choices that children make in regards to their preference of toys and they get involved with the children in what they have chosen. Consequently children are developing an increasing ability to initiate their own ideas.

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

Staff and key persons begin to build relationships with individual children at the time of their admissions and when they start at the setting. The key persons also organise settling in review assessments with parents after a few weeks and use their notes to help support

children in getting to know the routines and their new surroundings. Consequently, staff develop good relationships with all children and know their individual needs. Babies and toddlers receive lots of warmth and affection. This supports their emotional well-being and gives them confidence to explore their surroundings and attempt new movements such as, learning to walk unaided. Staff ensure that young babies can crawl and learn to walk in a child-friendly environment. For example, staff observe and give encouragement to babies who are beginning to take tentative steps to walk. Also, staff help young children learn to develop ball skills, such as, throwing and catching. Children move confidently and in a variety of ways. They show balance and coordination when running, balancing, riding tricycles and learning to hop.

Children enjoy varied and nutritious meals that meet with their preference, religious and special dietary requirements. Staff generally pay particular attention to children's health needs throughout the day as they avoid taking children outdoors to play during the times when the temperature rises. Babies play outdoors in the shade. Staff also make sure that all children are protected from the heat as they apply sun protection cream and encourage children to wear sun hats before going out to play. Staff also provide activities under the shade to help children stay cool. Staff ensure that babies and young children receive plenty of fresh drinking water, especially in very warm weather to prevent them from getting thirsty. Staff made sure that fresh drinking water is available indoors and outdoors and children confidently help themselves. This encourages children to think about their own personal needs. Staff observe babies' food intake, nappy changing and sleep routines to help ensure babies remain healthy. Staff monitor young children hand washing after toileting and before lunch. Older children automatically wash their hands after visiting the toilet. However, children are not always following good hygiene procedures outdoors because staff do not make alternative hand cleaning facilities available to them before eating snacks outdoors.

Staff help children learn how to keep themselves safe on outings. Children learn about road safety and the importance of using safe places to cross whenever possible. This is because when children go out on trips staff use pedestrian crossings and when taking children across the road to the outdoor play area a member of staff uses the school crossing patrol sign to stop the traffic so that children and staff can cross the road safely. The way that staff manage children's behaviour is inconsistent. Children's behaviour is generally good and they are beginning to play well together. Older children in particular, are learning to share and take turns while playing group games. However, some staff do not always help children to learn about the consequences of their actions when they display unwanted behaviour. For example, staff quickly intervene when children snatch toys from their friends or push other children. Staff tell the children 'no' or 'that's not nice'. They do not give children reasons for requesting this to help children understand why certain behaviour is not acceptable.

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

This inspection was brought forward to check that safeguarding requirements continue to be met. A notification from the provider was made to Ofsted earlier this year following allegations against a member of staff. The provider met their duties to notify Ofsted and also statutory agencies without delay. Appropriate action was taken to ensure the suitability of staff caring for children. However, this inspection has found that some staff lack the skills to manage children's behaviour appropriately. Because children are well behaved overall this does not have a significant impact on children's well-being and does not affect their learning and development.

The nursery has had a recent change of manager and a number of new staff members. All staff are working together so that they can contribute to children's care and learning. The leader and the temporary manager have clear aims for the children and the provision. The staff are made aware of these aims through meetings and supervision sessions so that they have relevant information available to support the care of the children. The manager has introduced communication and support systems to assist staff in their role. For example, the manager monitors and manages staff practice through daily room audits and peer observations. In addition to this, new staff attend an induction program to enable them to become familiar with the setting's policies and procedures. Also, all staff are encouraged to undertake ongoing internal and external training to develop their knowledge of childcare, particularly in the areas of safeguarding, paediatric first aid, food and safety training.

The nursery has efficient recruitment procedures in place. This means that suitable adults are employed to look after the children. The leader and the manager are aware of their responsibilities for checking the continued suitability of staff. All documentation required for the management of the children and provision is in place. However, the record of attendance is not well maintained. This is a breach of a welfare requirement and this together with the weakness in behaviour management mean that requirements of the Childcare Register are also not met.

Staff demonstrate a sound understanding of their responsibilities in terms of recognising when children are at risk of harm and how to proceed if they have any concerns about a child. In addition to this, most staff hold a valid first aid certificate and can give appropriate care if a child sustains an injury. The premises are secure and appropriate systems are in place to prevent unwanted visitors gaining access to the children. The nursery's outdoor play areas on site and off site are safe places where children can enjoy fresh air and play with a suitable range of equipment that meets their developing needs.

The manager has recently updated the process to evaluate the quality of care and education on offer to children. As a result of this, the manager has begun to put plans in place to improve the outcomes for children. The leader and manager have addressed the recommendation raised at the last inspection. This has resulted in the staff developing language support resources to support children with varied communication abilities. The staff also create an environment where children see labels on wall displays and on resources. This helps children to become aware that print carries meaning. The nursery has also reviewed and updated their activity plans to meet the individual needs of the children. This is achieved through devising activities that are relevant to the children's specific needs, helping to ensure all children have an equal chance to learn and develop.

In addition to this, the nursery has strengthened partnerships with parents. For example, staff and parents work together to share information about children's development and individual progress. Staff involve parents in their children's learning. The nursery uses a variety of communication strategies, such as, newsletters, parents' evenings, open days and nursery events to keep parents fully updated about the provision of care and the educational curriculum. This helps parents to understand how their children learn through play. The nursery has systems in place to obtain parent's views about the care and education their child receives. The manager demonstrates an understanding of developing partnerships with other providers, when they are involved in the lives of the children, for the purpose of promoting children's continuity of care and learning.

### The Childcare Register

|  |                               |
|--|-------------------------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Not Met (with actions)</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Not Met (with actions)</b> |

### To meet the requirements of the Childcare Register the provider must:

- ensure that the children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that the children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

## 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>     | EY286582                        |
| <b>Local authority</b>             | Enfield                         |
| <b>Inspection number</b>           | 914197                          |
| <b>Type of provision</b>           | Full-time provision             |
| <b>Registration category</b>       | Childcare - Non-Domestic        |
| <b>Age range of children</b>       | 0 - 5                           |
| <b>Total number of places</b>      | 52                              |
| <b>Number of children on roll</b>  | 65                              |
| <b>Name of provider</b>            | Asquith Court Nurseries Limited |
| <b>Date of previous inspection</b> | 12/01/2009                      |
| <b>Telephone number</b>            | 020 8364 1188                   |

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](http://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](mailto: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](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.

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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

