

# Peques Anglo-Spanish Nursery Schools

Fulham Baptist Church, Dawes Road, Fulham, LONDON, SW6 7EG

<b>Inspection date</b>	16/07/2013
Previous inspection date	22/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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 nursery offers a welcoming, safe and secure environment where children are generally well supported by their key worker.
- Staff have a secure understanding of safeguarding children and the procedures to follow if they are concerned about a child's welfare.
- The staff establish positive relationships with parents, keeping them well informed about their child's progress and welcoming their comments.

### It is not yet good because

- Staff do not fully support children's communication and language development using open-ended questions that encourage children to think and extend their vocabulary.
- There are fewer opportunities for children to make choices and develop their creativity in their play as much of the planning is based around adult-initiated activities.
- At times staff are disorganised, resulting in children being unclear about the routines of the day.

## 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 spent the majority of inspection time observing the children in the nursery and garden as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector sampled a number of recent parents' comment forms.
- The inspector and manager discussed an observation of staff practice.

## Inspector

Jennifer Devine

## Full Report

### Information about the setting

Peques Anglo-Spanish Nursery School registered in 2008. The nursery is privately owned and operates from the basement of Fulham Baptist Church in the London Borough of Hammersmith and Fulham. Children have access to one main room, a smaller room and there is a mezzanine room for children under one year. There is a small patio area for some outdoor play. The nursery is open from 8am to 6pm every weekday for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 13 members of staff, all of whom hold appropriate childcare qualifications. There are currently 40 children on roll in the early years age range. The nursery gets funding to provide free early education to children aged two, three and four years. The nursery is a bilingual nursery with Spanish and English spoken through out the day.

### 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 and skills about how to encourage and use open questions with children to extend their thinking, and support children's developing communication and language skills
- improve the planning to ensure that purposeful play is delivered through a suitable balance of adult-led and child-initiated play and allows children to be independent in their choice of play.

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

- implement consistent and predictable daily routines to enable children to know what happens next and to support their well-being.

## Inspection judgements

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

Staff have a sound understanding of the Early Years Foundation Stage framework and use their knowledge to plan a satisfactory range of experiences for the children. However, there is an over-emphasis on planned adult-directed play rather than allowing the children the freedom to independently select their choice of play from the wide range of resources

available. Most activities are planned to involve small groups of children sitting down together to participate in this play. For example, a group of young children sit down to paint and are given pink paint, brushes and a paper plate. Although the children enjoy covering the plate and feeling the paint squish in between their fingers there is limited scope for learning and for children developing their own ideas and imaginations.

Children's learning records are overall satisfactorily maintained and contain valuable information such as children's starting points. Staff make regular observations of what children do, like and enjoy and record children's next steps for learning. However, individual planning is not evident in the activities provided. A system for assessing the progress of two-year-olds in the three prime areas of learning has been introduced to monitor young children's learning and development.

Most children arrive happily and after saying goodbye to their parent or carer join their group's activities. Overall, staff support children soundly in developing their language and communication skills both in Spanish and English. This is due to most staff listening to children and asking questions to encourage thinking during play. However, not all staff are confident in encouraging children to talk or in extending children's vocabularies and conversation skills well during activities, so that children progress more quickly in gaining such skills. The whole of the nursery comes together for a large group singing time in the morning and this is a well loved and enjoyable time for the children and they excitedly join in with their favourite songs. Children are skilled in singing some songs in English and then other songs in Spanish. Children transferring to school soon take part in focussed tasks and enjoy games together where they are developing their mathematical knowledge as they count and begin to recognise numbers. This also supports their developing concentration skills needed for their future learning.

Children have satisfactory opportunities to play outside on the patio area. However staff plan outdoor play into the routine rather than enabling children to have the choice of playing outside. At times staff become disorganised with this routine task and this results in children getting ready to go outside and changing into their outdoor shoes only to find that staff have not considered the numbers of children. This results in some children being told they need to stay in. Babies enjoy splashing in the water outside and reach out to pick up the soft balls floating in the water. Older children enjoy taking turns riding in the car and using the slide. Although this patio area is small staff do not always set it up well to provide children with a range of toys to make independent choices from. Staff complement physical exercise by organising daily trips to the local parks so children have the opportunity to run freely and release their energy.

Most children's first language is Spanish and the nursery provides a suitable balance of English and Spanish to support children's communication and language skills. Currently there are no children with special educational needs and/or disabilities on roll but suitable strategies are in place when required to promote inclusion. Parents have regular opportunities to meet with staff to discuss their children's achievements and progress.

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

Most children separate well from their parents or carers and are developing a sense of belonging at the nursery as they greet one another and join in with their group's activities. The nursery operates a key person system to help staff form close relationships with children when they start. Children are beginning to build up friendships as they play and learn to take turns and share. Staff manage children's behaviour soundly and they use positive strategies to deal with any minor issues. Children receive lots of positive praise and encouragement, which supports their self-confidence and esteem.

Although most resources are stored on low-level shelving staff do not routinely plan or provide opportunities within the day to allow children to have uninterrupted time to play and explore their choice of resources. The nursery is comfortable and has sufficient space for children to move around in safety. Children's safety and well-being are given high priority as they play in a safe and secure environment. Staff are vigilant and supervise the children well. Gentle reminders from staff help children to understand about keeping themselves safe while they play, such as why they do not run indoors and taking care when cutting with the scissors. The nursery has suitable security systems in place to safeguard children and any visitors need to use the intercom system to gain access through the front gate.

Children's specific health, dietary needs and allergies are recorded and known by staff to enable them to meet each child's needs. Children learn about healthy lifestyles and follow good hygiene practices washing their hands at appropriate times during the day. Children are provided with a healthy and nutritious cooked meal provided by the nursery chef and eat snacks of fresh fruit and vegetables. They also access drinks of fresh water during the day so they do not get thirsty.

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

The manager and staff understand the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff understand and consistently implement clear policies and procedures. Staff have developed their knowledge of safeguarding by attending training and understand their responsibilities to report any concerns they have to the appropriate named person and local safeguarding children board. This helps keep children safe. The staff are also aware of the whistle blowing policy and have robust arrangements in place for protecting themselves from any allegations. For example, staff do not tend to any child's personal care needs alone. All staff have a first aid qualification, which means that they are able to respond to children's needs appropriately in the event of any emergency occurring. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the nursery. Comprehensive risk assessments cover all aspects of the premises and outings and help to protect children's welfare.

The manager and staff demonstrate a sound commitment to the development of the provision and identify some areas for improvement. The manager understands the

importance of having a supervision system in place to monitor and support staff's performance. However, these do not fully address weaknesses in the planning of activities and the promotion of children's communication in all areas of learning. Previous recommendations from the last inspection have been addressed satisfactorily to help improve outcomes for children. Staff are keen to continually update their professional development and this demonstrates the staff team are willing to continually develop the service they provide for children.

The staff have positive relationships with parents and/or carers. Effective two-way information ensures that staff are aware of children's needs and parents are kept informed about their children's achievement, well-being and development. In addition regular newsletters also help keep parents updated with important information that may have an impact on their children's care, learning and development. The nursery holds workshops once a term enabling parents to develop their understanding of child development. More formal parents' meetings are held twice a year to discuss their child's progress in more depth. The nursery carries out an annual survey for parents and these, together with many thank you cards, indicate that parents are very happy with the service provided. The nursery has developed links with the local school to support children's transfer to school.

### **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>	EY371789
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	925411
<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>	46
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Margarita Morro Beltran
<b>Date of previous inspection</b>	22/06/2009
<b>Telephone number</b>	0207 385 5333

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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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