



## Asquith Nursery/Creche - Raynes Park

Inspection report for early years provision

<b>Unique Reference Number</b>	EY319438
<b>Inspection date</b>	20 September 2006
<b>Inspector</b>	Carol Newman
<b>Setting Address</b>	David Lloyd Leisure Club Bushey Road, Raynes Park, London, SW20 8TE
<b>Telephone number</b>	0208 543 9005
<b>E-mail</b>	
<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Asquith Nursery/Creche - Raynes Park was taken over by Asquith Nurseries Limited in January 2006 and has been in operation under different ownership for many years. It consists of four play rooms and suitable staff, laundry and toilet facilities. It is situated in a self contained unit in the David Lloyd Leisure Centre in Raynes Park. Children have escorted access to a secure, fully enclosed outdoor play area.

A maximum of 34 children may attend the nursery at any one time and a maximum of 12 children may attend the creche at any one time. The nursery is open from 07:45 to 18:00 each weekday for 51 weeks of the year. The creche is open from 09:00 to 17:00 on weekdays and from 09:00 to 12:30 at weekends, also for 51 weeks of the year.

There are currently 40 children aged from three months to under five years on the nursery roll. Of these five children receive funding for nursery education. The creche offers care to children aged from three months to under eight years. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 11 members of staff and the creche employs three members of staff. At least half of the staff, including the manager hold an appropriate early years qualification. Three members of staff are currently on a training programme. Three members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children follow good routines such as washing their hands before meals and after visiting the toilet, where there are child height posters to remind children of good hygiene practices. However, between hand washing and mealtimes, children are grouped together on the carpet for story time where their hands are exposed to some germs. Children play in a clean environment and the staff's own good practice prevents the spread of infection when they handle food.

Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. A member of staff with a current first aid certificate is available every day and staff can access first aid staff from the sports centre if they require further support. This means staff can give appropriate care if there is an accident. Food intake and nappy changes are recorded on a daily sheet, which is given to parents, to ensure a healthy balance is maintained. Sleeping and feeding routines for individual babies are adhered to which contributes to babies' health.

Children who are infectious do not attend the setting, thus preventing the spread of contagious ailments.

Meals are cooked on the premises according to the Asquith Nursery menus. They are well balanced and nutritious. This encourages children to develop healthy eating habits. Children enjoy their food very much and all eat well. All children eat together in their age groups, making it a social event. Children can help themselves to a drink whenever they need one and staff encourage children to drink plenty especially in warm weather to prevent dehydration. Children have their own water bottles or cups and older children refill their bottles independently, as necessary. In summer water bottles are taken into the outdoor area so that they are easily accessible to the children.

Staff use the Birth to three matters guidance very effectively to influence their practice. Under threes develop warm relationships with staff who are responsive to babies' needs. Babies express feelings and needs verbally and non-verbally. Babies use smiles, gurgling and baby talk and staff understand what babies need.

Babies and toddlers learn to control their own body gaining physical skills appropriate to their stage of development.

Children have access to daily opportunities for outdoor play where they benefit from plenty of fresh air. Children are very active which contributes to a healthy lifestyle. Staff make good use of spontaneous learning opportunities and they build on the children's interests in the outdoor area as well as indoors. For example, children enjoy exploring and searching for mini beasts in the digging area which helps to develop physical skills. Children confidently ride bikes outdoors. They manoeuvre accurately and know when to stop. They use alternate feet as they climb the steps to the slide and run and jump enthusiastically.

Children's fine motor skills are developing well. They demonstrate good pencil control when attempting to write their names and when drawing themselves after looking in the mirror.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children arrive happily and settle well. Displays of children's work show that staff value children's contributions in this warm and welcoming environment.

Children benefit from playing in a spacious, well-organised environment at most times. However, prior to inspection, the setting had experienced some flooding in the baby room. Despite this staff have made excellent use of the remaining space to ensure the children's needs are fully met. Children move around easily and play safely. They have easy and safe access to a good range of toys and resources appropriate for their age. Staff check toys and resources regularly to ensure they are suitable for children to use. Soft furnishings in quiet areas provide the opportunity for children to relax or read in comfort. Babies have access to domestic style furniture to assist them to feel secure as they learn to crawl and pull themselves up to a standing position.

The security of the premises is very good. Parents and visitors can only gain admission through the camera intercom and all exterior doors are kept locked. This ensures children cannot leave the nursery unsupervised and nobody can enter the provision without staff's knowledge. The accident book is used to identify any potential hazards. This, together with regular risk assessments, ensures children's safety. A record of visitors is available. However, staff do not always ensure that all visitors to the setting are recorded.

Children enjoy their play in a safe secure environment indoors and out. Staff supervise children closely when they are playing outdoors. Good staff interaction helps develop children's awareness of safe practices. For example, children are taught to use the Green Cross Code to cross the road to reach the outdoor play area.

Staff have a good understanding of child protection issues. This means staff can act in the children's best interests. Staff know to report any concerns to a senior member of staff. This promotes and safeguards children's welfare.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are extremely happy, very confident and enjoy their time in the nursery. They achieve very well as staff are skilled in planning rich play opportunities based on the children's interests. Babies and children thrive in the nursery and creche as they benefit from very warm, close and supportive relationships with staff. Children approach staff confidently for support and reassurance, enabling children to feel very secure and settled.

Children enjoy and learn from an excellent, imaginative range of activities that allows them to explore and investigate. For example, they freely use egg timers, magnets, sand, water and paint to represent their interests. Staff have devised lots of inventive, themed treasure baskets using natural materials such as shells, metal objects and wood, for babies to explore. Babies are very well engaged and stimulated. Babies play happily with musical instruments, wooden forks and spoons and spend time watching mobiles made of everyday objects such as compact discs.

Staff make regular observations and record achievements in children's profiles. This helps the staff plan for each child to ensure their learning and developmental needs are met. Staff identify the next steps for each child and ensure these are focussed on during individual and group activities. This encourages children to develop curiosity, ask questions, show a keen interest and develop a willingness to learn.

All activities are planned around the children's interests. Staff are very skilled in identifying these and use resources imaginatively to optimise the children's learning. This ensures children of all ages enthusiastically embrace the learning opportunities.

Staff make excellent use of the Birth to three matters framework to fully optimise the children's learning experiences and to ensure a smooth transition through the Foundation Stage curriculum towards the Early Learning Goals.

## **NURSERY EDUCATION**

The quality of teaching and learning is outstanding. Children are captivated and inspired by the extensive range of stimulating, imaginative and exciting learning opportunities on offer. They are extremely well motivated, enjoy new challenges and concentrate for long periods of time on self chosen activities. Children are very independent. They see to their personal needs competently such as visiting the toilet and washing hands and they confidently and enthusiastically serve their own lunches.

Children understand the rules of the setting and abide by them. They are constantly engaged in worthwhile activities and therefore behave very well. This ensures good relationships and harmony. Imaginative activities such as observing themselves in mirrors and painting images of each other through Perspex sheeting, help children to understand and acknowledge differences.

Children's confidence when speaking to peers and adults is first rate. They talk openly during discussion time about themselves and their families. They express their ideas and experiences

well using good vocabulary. For example, when they tell visitors to the setting about their favourite activities in the garden such as riding bikes and digging "to Australia" in the digging pit. Children are very confident writers. Staff encourage all children to practise mark making and writing skills using different approaches suitable to their age and stage of development. Children enjoy stories and books very much. They look carefully at books independently and listen intently to stories at group times.

Children count confidently and recognise numbers that are important to them such as their ages, when playing with resources such as peg boards and magnetic numbers. Very young children enjoy counting the number of children that are going into the garden and do this skilfully. They demonstrate their knowledge as they devise number activities during free play and throughout the daily routine, such as counting the tiles in the bathroom and recognising that they are circles. They enjoy joining in with a wide range of number rhymes and songs.

Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes through discussion in group activities, story time and circle time. They use appropriate mathematical language during free play activities and this is ably encouraged by staff.

Children make optimum use of their senses as all activities invite them to investigate. They explore and describe experiences such as tasting and smelling food and feeling a range of textures. They play a wide range of games that encourage them to explore objects and sounds. Children make and play their own musical instruments and listen to music tapes through earphones. They dig and explore outside to find minibeasts, examine spider's webs and plant in the tyres. These opportunities capture children's interests and inspire them to make their own discoveries to extend their learning.

Children have continual access and staff support to develop a good understanding of information technology when they use the big calculator, mobile phones and the remote control robot and cars.

Children's art and craft work decorates the nursery walls, reflecting an excellent selection of child-initiated projects and demonstrating a range of techniques. Children access creative materials freely and easily, enabling them to make their own pictures and self-select their own resources.

Children use their imagination and express their ideas in a variety of ways. They become engrossed as they negotiate and organise when playing imaginatively in the role play corner. Children can dress up, stick, cut and paint, to represent their experiences, whenever they wish and this is actively encouraged by staff.

Staff create a stimulating environment where children's work is beautifully displayed and labelled. This shows children's work is valued and gives them a sense of belonging.

Staff are excellent role models and demonstrate an extremely positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. The overriding ethos of the

setting is to encourage children to make their own choices and all toys and resources are easily accessible to encourage this.

Comprehensive observations and assessments ensure children are moved on in their learning at a good pace with individual talents being maximised. Those who need extra support are also catered for in the same way. All staff are made aware of the next steps for each child so they can all support, guide and facilitate learning.

### **Helping children make a positive contribution**

The provision is good.

Staff ensure they know about children's needs with regard to religion or culture so they can help the child acknowledge their own culture and see it as important. Parents are encouraged to contribute to the celebration of festivals to strengthen the home/nursery partnership. All children can access all activities and staff ensure all children are encouraged and supported so they can maximise the experiences and activities on offer. There are plenty of resources that reflect positive images of all aspects of society. For example children play freely with books, dolls, dressing up clothes, small world people, wheelchairs of different sizes and musical instruments from other cultures. This means children learn to acknowledge and accept differences. Children's social, moral, spiritual and cultural development is fostered.

Good systems to support children with learning difficulties and/or disabilities are in place. Staff have a good knowledge of the Code of Practice and key workers and parents become involved in any steps taken. This means children's individual needs are met and continually assessed.

Children benefit greatly from lots of praise and encouragement. Staff use sensitive, age-appropriate strategies to gain children's attention and promote a busy and purposeful environment. As a result of this, children are very responsive to staff and clearly understand staff's expectations.

The partnership with parents and carers is good. Staff provide clear information regarding the nursery, the Birth to three matters framework and Foundation Stage curriculum. This enables parents to be fully informed of all nursery activities. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. Staff welcome parents into the nursery and information is regularly exchanged regarding each child's individual learning and progress informally and through the twice yearly parents consultations. Staff ensure that parents are fully aware of all nursery policies and procedures through the files on display and the notice boards. This enables parents to share in their children's learning and the day to day organisation of the setting.

### **Organisation**

The organisation is good.

Children's care is enhanced by the quality of organisation in the nursery and creche room. The leadership and management are good. The setting is well organised to promote good quality care and education and the nursery is organised to create a rich learning environment. The staff are dedicated and committed. They benefit from an effective management team that is

able to ensure the smooth running of the nursery in the event of staff absence and any significant events, such as the flooding in the baby room. Staff support one another very well and personal development is given high priority. As a result, staff have access to further training enabling them to regularly update and refresh their knowledge and skills.

The premises are well-organised. All areas are planned effectively to enhance children's care and education. For example, the outside area is landscaped to provide a digging area, spaces for planting and physical play and a sand pit where children are protected from the sun.

Staffing ratios are consistently maintained and relevant strategies are in place to cover staff absence. This ensures that children are always appropriately supervised. All relevant documentation is in place and is well maintained. However, in the absence of the manager, staff are not always alert when recording visitors to the setting. This presents the risk of unsuitable individuals gaining access to the children.

There are detailed written policy statements, covering all areas of nursery practice, that guide staff on a day to day basis. This contributes towards the smooth and effective organisation of the nursery.

The setting meets the needs of the range of children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children follow good hygiene practices, particularly with regard to hand washing immediately before meals and snacks
- ensure a record is maintained of all visitors to the setting.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)