



Asquith Nursery - Hill Park

Inspection report for early years provision

Unique Reference Number	EY287143
Inspection date	28 July 2005
Inspector	Kanwal Sonia Lobo
Setting Address	5 Sunningfields Road, Hendon, London, NW4 4QR
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Registered person	Asquith Court Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Asquith Nursery- Hill Park has been registered since December 2004. The nursery is located in Hendon, in the London Borough of Barnet. Children from the local and surrounding community attend. A maximum of 53 children may attend at any one time.

The nursery is open from Monday to Friday between 08:00 to 18:00 for 51 weeks of the year. The areas accessed of the house are the toddler and baby rooms situated

upstairs, the pre-school on the ground floor, the toilets and an outdoor play area.

There are currently 72 children aged under 5-years on roll. Of these, 27 receive funding for nursery education. The nursery supports two children with special educational needs. There are no children attending for whom English is an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy being cared for in a clean and welcoming environment. They have fresh clean bedding and towels. Children are protected from infection by the good hygiene practised, such as, staff wearing gloves and disposable aprons when nappy changing and the regular cleaning of toys and equipment. Although some of the children are very young, they are beginning to learn about keeping healthy themselves through regular hand washing and care routines in place.

Children's health and well being is further safeguarded by the staff's understanding of emergency first aid and the systems that are in place. Children's individual needs are met well through the records kept and particular dietary needs and preferences provided for. Children enjoy the food that is prepared for them and benefit from the nutritious snacks on offer such as fresh fruit and raisins.

The younger children's physical development is not sufficiently encouraged. There are few opportunities for children to receive fresh air and play outside. Regular outings to the local shops or the park are not planned for. However, there are some indoor play opportunities for the younger children to use their fine motor skills. Older children have regular access to outdoor play, this is not planned for and as a consequence the space is not organised effectively. This hinders children's ability to understand a sense of space and to negotiate their own space. Children are able to pedal, climb and swing their bodies on the bars. But for some of the more able children, the outdoor activities lack imagination and sufficient challenge.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected from strangers through monitoring access to the provision. The systems in place to ensure this include the effective use of a visitors book, CCTV camera and the entry phone system. Children are well supervised and are always in sight or hearing of the staff team. They are kept safe by the effective use made of the risk assessments and the positive steps taken to minimise hazards, both inside and outside. Children's safety is optimised through staff ensuring they access toys and equipment that are safe, in good condition and are regularly checked.

Children are beginning to learn the importance of keeping themselves safe. Safe practice is promoted particularly well with the younger children in order to help them

learn about the rules and discover they are there to protect them from harm. Children are encouraged to put toys away after playing with them so that they do not trip over them and hurt themselves. They are becoming increasingly aware of their boundaries and limits.

Although the protection of children is recognised by the setting as being important, children are not fully safeguarded. This is because not all staff are aware of what to do in the event they suspect a child is being abused or if an allegation of abuse is made against them. However, there are procedures in place for staff to follow should they be concerned about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Younger children's enjoyment and learning experiences are facilitated well by the staff's involvement in their play. Each child has activities and play materials that encourage their current stage of development. However, there are too few opportunities for the babies to play outdoors and receive fresh air. The interaction between the children and staff is warm and positive. Babies and toddlers benefit from staff's developing knowledge of the Birth to three matters framework to improve achievements.

Children are familiar with the staff and the routines that are in place. This helps them to feel secure and confident. They enjoy playing indoors and outside. However, the outdoor play opportunities for the older children lack sufficient challenge. They benefit from being able to freely access the wealth of toys and are beginning to make decisions about what they would like to do next. Their art work and photographs are displayed well. This contributes to their sense of belonging and a feeling of self worth.

Nursery Education.

The quality of teaching and learning is satisfactory. In the main, children are engaged in a range of practical activities. They are confident to approach staff for support. Firm relationships are being established as children learn to share and take turns. Occasionally, opportunities to strengthen self help skills and foster their independence effectively are missed. Consequently, children receive limited chances to, for example, pour their own drinks. While there are opportunities for self selection during play, the environment is not carefully planned to promote informed choices. Therefore, children are not regularly engaged in activities that involve direct staff support and guidance.

Children talk confidently to staff and their peers. Some children can recognise their own names. However, they are less confident about handling books carefully and have a limited understanding of the purpose of written language in their environment. They are developing good pencil control, but, there are few opportunities to develop children's interest in writing through play and writing for a purpose. Children talk about themselves and remember past events in their lives. They are given opportunities to discover how and why things happen but this is not extended with

the more able children. They have opportunities to build with a range of construction equipment and thoroughly enjoy making racing cars, lorries and boats. Although the children have access to a computer there are too few opportunities in the activities provided for children to learn about everyday technology.

Children learn to count through a range of practical activities and some of them can count accurately up to ten and beyond. There are less opportunities, however, to engage more able children in problem solving and calculations. A range of art activities are planned and children are able to express their own ideas and imagination. Children have good opportunities to use tools, such as scissors, art and craft tools. They manoeuvre wheeled toys and jump, run, crawl, use the climbing frame and slide, although some equipment does not sufficiently challenge older children.

Staff have a developing knowledge of the Foundation Stage Curriculum and so activities are not always planned effectively and specifically to support the individual learning needs of each child. As a result, children sometimes become bored and begin to wander in search of other possibilities.

Planning and assessments are beginning to evolve but the system in place to identify the next steps in children's learning is not yet secure.

Helping children make a positive contribution

The provision is satisfactory.

Most children are confident and independent. They make choices. They receive good individual care because their needs and circumstances are well known to the staff. Children are encouraged and supported well to participate in all activities through the warm and positive language used by staff. Children experience the value of their own culture through topics and develop an awareness of the wider community through play and the use of resources. This contributes to children developing a positive image of others and experiencing a welcoming environment.

Children are generally happy and co-operative in the care of the staff. They receive lots of praise and recognition which at times reinforces their good behaviour. Children have a growing awareness of themselves and staff value their thoughts, feelings and contributions. This enables children to relay their fears or express their needs to the staff without any hesitation. However, older children's behaviour is not consistently managed and they are not always offered explanations in order to help them understand their actions.

Partnership with parents is satisfactory. Children's sense of security and belonging is fostered well through the working partnership between the staff and parents. This results in children forming a close and trusting relationship with the staff. Children benefit from the regular exchange of information between staff and their parents. However, opportunities to ensure parent's can participate fully in their learning is limited because the system to share children's individual learning priorities is not yet secure. Although parents receive sufficient information about the Foundation Stage

Curriculum, little emphasis is placed on ensuring parents are aware of their children's progress within the six areas of learning.

Overall children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children benefit from being cared for in a safely managed provision. They are familiar with the routines that are in place to help them settle quickly and feel secure. However, children's progress is hindered at times due to the lack of effective organisation of the setting. This results in older children in particular, participating in activities that do not always fully meet their individual needs. Consequently, there are fewer opportunities for children to increase their independence and to be engaged in purposeful play.

The management of care is developing to enable children to understand the importance of how to keep themselves safe and healthy. This is yet to be extended to include children's understanding and management of their own behaviour. Although, their confidence and self esteem is built through the regular use of praise and recognition they are not offered consistent explanations for unwanted behaviour.

While there are procedures to safe guard and protect children, this is compromised by the inconsistencies in staff knowledge of child protection. However, the provision have a strong commitment to on going training and staff are encouraged to develop their knowledge and understanding.

Children benefit from the systems in place which are being developed to support staff in maintaining the required records. The setting has the required policies and procedures that are reviewed in line with changes.

Leadership and Management of the setting is satisfactory. Children gain from a stable staff team who work well together. The manager has some knowledge of the weaknesses within the provision, and a programme for improvement has been identified. The systems to monitor and evaluate the quality of provision are being developed and therefore are not yet rigorous.

Overall, the setting meets the needs of the range of children attending.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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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):

- Provide all children with regular outdoor play and learning opportunities that are interesting and offer sufficient challenge.
- Develop staff knowledge and understanding of child protection issues and procedures.
- Deploy staff effectively to enable them to support and extend children's play and learning.

The quality and standards of the nursery education

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

- Make sure that staff manage older children's behaviour consistently and use appropriate strategies to help children understand why their behaviour may be inappropriate
- Ensure staff have a secure knowledge and understanding of the Curriculum Guidance for the Foundation Stage in order to make effective use of the assessments in identifying children's next stage of learning in order to inform the planning.
- Develop a rigorous system to monitor and review the setting's strength's and weaknesses and that of the educational programme.

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