



Asquith Nursery/Creche - Cheadle

Inspection report for early years provision

Unique Reference Number	EY285675
Inspection date	03 November 2005
Inspector	Janice Shaw
Setting Address	C/o David Lloyd Leisure Club, Royal Crescent, Cheadle, Cheshire, SK8 3FL
Telephone number	0161 491 6131
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Registered person	Asquith Court Nurseries Limited
Type of inspection	Integrated
Type of care	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.

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, managed by Asquith Nurseries Ltd, was re-registered in 2004. It is situated within the David Lloyd Leisure Centre on Royal Crescent, Cheadle. There is also a separate crèche for users of the leisure club, which provides care for 13 children from birth to eight years. Children have access to an outdoor play area and a large soft play room.

The facility is open from 08.00 until 18.00 Monday to Friday for 51 weeks of the year.

In addition the crèche opens on Saturday and Sundays.

There are currently 46 children on roll, 4 of whom receive nursery funding. The nursery caters for children who have English as an additional language. There is a high proportion of qualified staff including 5 who have a first aid qualification.

The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are helped to stay healthy because the staff adhere to written policies regarding health and safety, which includes good hand washing and hygiene procedures. Children learn effectively about the benefits of healthy living and eating through discussion and activities linked to a healthy lifestyle.

New children settle quickly due to the emotional support they receive from their carers, they are slowly introduced to new play experiences and the daily routine, which creates a strong sense of belonging. Children have good opportunities each day to develop a range of physical skills. They enjoy regular physical activity in the large and stimulating soft play area and when taken outside to play on the tennis courts. They are skilful at using a variety of tools and materials, which includes scissors, various types of writing materials and small construction kits. Children talk with confidence about how they feel when they exercise, such as being out of breath and feeling tired.

Children eat and drink healthily and they enjoy a wide selection of nutritious foods. Individual dietary needs are known and children are consulted about their individual preferences. Fresh fruit and vegetables are an integral part of the daily menus and children look forward to mealtimes with excitement and enthusiasm for eating. Snack times are a relaxed social occasion where children sit together around the table and enjoy each others company whilst enjoying healthy and nutritious food.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children feel welcome in the clean and spacious premises. They have ample space to play and relax in comfort and move about the nursery with confidence. Children benefit from a safe environment where positive steps are taken to promote their safety and welfare. They play co-operatively together with a satisfactory range of toys and equipment.

Children are well monitored when sleeping and babies placed safely in cots. They remain safe when taking part in the fire evacuation procedure and when transferring to other parts of the health club. Children are beginning to take responsibility, keeping themselves safe as they are encouraged to move things that they may trip

on. A lack of adult furniture in rooms for under 2's prevents staff and parents being able to feed and hold young children comfortably.

The staff have a secure understanding about their role and responsibility with regards to child protection issues. All relevant information and contact details to safeguard the welfare of children is in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the setting, playing with their friends and talking to staff who give reasonable attention to extending children's social and listening skills. At times children show good levels of concentration in one-to-one situations. An established key worker system ensures that whenever possible children are cared for by familiar staff, which contributes to children feeling secure and settled in the nursery.

Babies receive lots of cuddles and develop a strong bond with staff and their peers. Staff constantly talk to the babies, particularly when they are exploring different objects in the room or playing with new toys. They follow their own individual routines, in accordance with their parent's wishes, ensuring that their individual needs are met.

Staff do not always make appropriate use of the Birth to three matters framework to inform their planning and practice for younger children. As a result, appropriate learning outcomes are not always identified and therefore children's progress is hampered.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a reasonable knowledge and understanding of the Foundation Stage that has an appropriate effect on children's learning. However, planning does not adequately cover the six areas of learning. Learning objectives are not highlighted in a consistent manner to help staff focus on targets within sessions or to guide them towards the next extension activity, which hinders children reaching their potential. The assessments and observations of individual children are not linked to the stepping stones and therefore do not effectively inform future planning. The effect of this is that activities are not always sufficiently challenging to help children take the next step or accurately record the children's developmental stages.

Children are interested, motivated and friendly. They show a good sense of belonging, showing their work proudly to staff, and display good concentration in self initiated activities. Behaviour is good and personal independence is well promoted as children choose when to have their snack, and which activities to play with. Children confidently count as an integral part of everyday activities. One child could be observed counting 13 bricks and another successfully counted the number of boys and staff present. The children are less secure in their observations of shape and space in their play. Children use their imagination in creative skills very well, creating

pictures with glitter and glue. All work produced is entirely the children's own work.

The staff interact appropriately to promote children's language and as a result their language skills are good. When planning an imaginary game a child could be heard saying to his friend "can you explain this?, do you understand?" then clarifying with everyone what their plan was. They are familiar with a range of nursery rhymes and can re-tell favourite stories, often including them in their imaginary role play.

A sound awareness of other cultures and beliefs is present and promoted through activities which children can easily relate to. The recent Diwali cards were made following a discussion which outlined aspects of the festival at a level children could easily understand. Children had few opportunities to explore objects and to show interest in why things happen and why things work.

Helping children make a positive contribution

The provision is satisfactory.

Children and parents are warmly greeted on arrival making them feel welcome. Children are treated with equal concern, helping them to settle and join in with the activities. The staff apply a positive and consistent behaviour management approach to children who are encouraged to display good manners and be kind to one another. As a result they are well-behaved and feel valued and respected.

Young children are developing their sharing skills and through the skilful intervention of staff they recognise the needs of those around them. For example, when in dispute over a favoured toy, staff ensure that there are enough to share. Children enjoy a sufficient range of activities which promotes their awareness of the diversities in society. All children are included in the activities provided and individual needs are generally well met.

The partnership with parents is satisfactory. Staff provide a welcoming atmosphere and have good relationships with parents. Parent's wishes are respected, therefore providing consistency of care for children. A secure system is in place to inform parents what experiences, meals and rest their child has had each day. Parents receive detailed information about the aims of Foundation Stage Curriculum. However, in practice, the information relating to their child's developmental stages does not always give a sufficiently clear picture. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The manager and her staff work together to provide satisfactory care and education. Children are cared for in a positive and supportive environment, which effectively promotes their social and emotional development. Staffing levels are organised to ensure that they are within the required levels at all times and that the children have a satisfactory level of

attention and support.

Appropriate systems are in place for maintaining the required children's documentation and this successfully underpins the care that they receive. Detailed children's records help the staff to provide consistent care in line with parents wishes. Satisfactory procedures are in place within the organisation to appraise the staff, but systems to monitor the quality of care and education are not sufficiently robust.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been two complaints received by Ofsted since the nursery was registered in May 2004.

07/01/2005

Concerns were received in relation to National Standards 2 - Organisation, 3 - Care, learning and play, 4 - Premises, 6 - Safety, 8 - Food and 11 - Behaviour management. The Complaints, Investigation and Enforcement Team contacted the provider. The provider conducted an investigation and submitted a written report and relevant supporting documentation. We are satisfied that the provider has taken appropriate steps to address the concerns. The provider remains qualified for registration.

16/03/2005

Ofsted visited Asquith Nursery (Cheadle) to investigate if the following National Standards continued to be met:

- 1) Organisation - National Standard 2.
- 2) Care, Learning and Play - National Standard 3.

Observation, examination of nursery registers and discussion of contingency arrangements demonstrate that National Standard 2 continues to be met.

Observation of practice, discussion with staff and examination of activity plans based on Birth to three matters demonstrated National Standard 3 was not met for children aged under three; in that staff lacked sufficient understanding of the planning system which impacted on children's learning. The manager informed Ofsted that this was recognised and plans were in place for all staff to attend Birth to three matters training.

We are satisfied that the registered provider has taken appropriate steps to address

the issue. The provider remains qualified for registration.

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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):

- implement a secure planning system which impacts on children's learning. Ensure that children's development is monitored and effectively used to inform future planning and that due regard is given to the Birth to three matters framework
- introduce a rigorous system to monitor and evaluate the quality of care and education that children receive
- provide comfortable chairs for staff who may spend a lot of time holding and feeding babies.

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):

- improve systems for curriculum planning and evaluation, ensuring that children's individual assessments are securely linked to the stepping stones and are used to inform future planning to support effectively the learning needs of each child
- improve teaching strategies by increasing staff knowledge and understanding of the Foundation Stage Curriculum and how it links to practice.

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