



## **Asquith Nursery/Crèche - Enfield**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY319408
<b>Inspection date</b>	07 June 2006
<b>Inspector</b>	Carol Brown
<b>Setting Address</b>	c/o David Lloyd Leisure, 180 Carterhatch Lane, Enfield, Middlesex, EN1 4LF
<b>Telephone number</b>	0208 367 0069
<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 good.

### WHAT SORT OF SETTING IS IT?

Asquith Court Nurseries Limited is an organisation that runs several nurseries in the country. Asquith Nursery at Enfield opened in 2006 and operates from a purpose built nursery within the David Lloyd sports and leisure centre. The nursery occupies two separate areas within the building. The nursery is situated in Enfield in the London borough of Enfield. A maximum of 44 children may attend the nursery at any one time. The nursery offers full day care each week day from 08:00 to 18:00, and

the Crèche is open from 09:00 to 15:00 through the week, also running from 09:30 to 12:30 on weekends. Children come from a wide catchment area. There are currently 55 children on roll, this includes eleven funded three year olds and five funded four-year-olds. The nursery employs eighteen staff who cover all the opening hours of the day care and crèche facility. Twelve of the staff hold appropriate qualifications, including the manager and deputy manager.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and hygienic environment. Daily routines and clear explanations help children to understand the importance of good hygiene practices, for example washing their hands after using the toilet and before meals. Older children are developing self help skills as they are able to take themselves to the toilet. Nappy changing practices ensure that children and staff are protected from the spread of germs as staff wear aprons and disposable gloves and surfaces are cleaned after each use. Children are becoming aware of the importance of safety in the sun. Many of the older children remind staff that they needed to have their sun screen applied and to wear sun hats whilst playing in the garden. Thirteen members of staff hold a first aid qualification. This means that they can give appropriate care in the event of an accident. Parents are required to give prior written consent for the staff to administer medication. Accident and medication records are appropriately maintained.

Children enjoy a range of activities, which contribute to their good health. This includes daily outdoor activities to enhance their physical development and the provision of healthy snacks and meals. Children move around confidently during physical activities and are developing an understanding of spatial awareness.

Children are offered healthy and nutritious snacks and meals. Menus have been devised by a nutritionist and are displayed for parents. Children are able to help themselves to fresh seasonal fruit and raisins at snack times. Drinks are provided throughout the day. Lunch times are a positive social experience as the staff and children sit together. Older children are able to help themselves, however, as they serve themselves one at a time, this means some children have to wait for long periods. Younger children's meals are served from the trolley, therefore they are not able to make independent choices and express their preference.

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

The provision is good.

Children are able to move around safely and independently as the setting is well-organised. Staff deployment is good and guarantees that children are well-supervised at all times. Children are beginning to understand safety issues, for example, tidying up before meal times. They talk confidently about the importance of

safety issues, for example, "we might fall over the toys and hurt ourselves".

Security within the setting is good. There is a buzzer system with close circuit television in place to prevent unauthorised access to the premises. Visitors are required to sign the visitor's book. Both outdoor play areas are secure and fitted with safety surfaces. Fire exits are clearly labelled and free from obstruction. The setting is protected by a fire alarm system and fire safety equipment is regularly checked. Children and staff regularly practice emergency evacuation procedures. This helps children to become familiar with the routine in the event of an emergency. There are effective procedures in place for the safe arrival and collection of children, for example, they are only released into the care of a known adult.

Children have access to a varied range of toys and equipment, which are appropriate for their developmental stage and meet safety requirements. Resources are easily accessible and therefore children are able to select toys and equipment that interests them.

Children are well-protected. This is because the staff have a good understanding of the physical and emotional signs, which could indicate child protection issues and the appropriate procedures to follow to record and report any concerns.

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

The provision is good.

Children enjoy their time at the nursery and arrive happy and eager to participate. Some children who use the crèche facility for short or infrequent sessions do not always settle well. However, they are well-supported by the staff and are given one to one attention and reassurance. Children have access to a varied and stimulating range of well-planned activities, which supports all areas of their development and learning. They relate well to each other and are beginning to develop good relationships with their peers and the staff. Children are obviously familiar with the routines, for example they help staff to tidy up at the end of the session. The staff listen to the children's thoughts and suggestions and they are encouraged to share their ideas. Activities and play materials offer children the opportunity to make their own choices about play and learning. Children are making good progress, because the staff are highly motivated and recognise the individuality of each child. Activities are planned to take into account children's interests and abilities.

Younger children's development is supported through effective use of the Birth to three matters framework. For example, planning is based on children's interests and stage of development and incorporates learning intentions and outcomes. Babies and younger children enjoy warm and caring relationships with the staff. They are given praise, encouragement and affection. Babies and younger children have access to a wide range of activities and toys. For example, painting, outdoor play and cause and effect toys to develop their gross and fine motor skills and co-ordination. Younger children are becoming competent learners as they are provided with a range of activities to develop their senses, for example, play dough, sand, water, painting, wooden toys, metal objects and natural materials.

## Nursery Education

The quality of teaching and learning is good. Children are making good progress, this is as a result of the staffs comprehensive knowledge of the Foundation Stage and the ways to promote children's learning. Effective planning, monitoring and evaluation systems are in place to ensure that children's individual progress is supported. This is achieved through the provision of a varied and stimulating range of activities, which offer challenge and develop children's interests. The staff encourage children's thinking as they ask open ended questions and extend their vocabulary

Children are eager to come into the nursery and are interested to learn. They are beginning to form strong relationships with their peers and firm friendships are being formed as children actively seek out one another. Children's behaviour is generally good and they are beginning to understand right from wrong. Children confidently talk about their own culture and beliefs, for example one child stated "My Granny is visiting Israel because this is where Jesus was born and we learn about him at Sunday school". Older children are able to take themselves to the toilet and re-dress themselves, the staff support younger children with these tasks.

Children are confident speakers and listen attentively to stories and rhymes. They are able to re-tell familiar stories and predict the sequence of events in the story of Goldilocks and the three bears. Children are developing their imagination, for example, one child told a group of children and staff, how he had saved his family from the witch that lived beneath his bed by chasing her away with his grandmother's lawnmower. Staff use good questioning techniques to extend children's use of language and reinforce their learning. For example, they use open ended questions to encourage children to voice what might happen next in a story. Words and numbers are used as labels. Children are beginning to recognise the letter of their first name, which is supported by the staff. Some older children confidently write their names on their pictures.

Most children are able to reliably count to 10 and some are able to choose the correct number to place the date on a wall chart. Children are learning about shape, size, weight and volume through practical and worthwhile activities that are linked to the stepping stones. For example, the staff introduce appropriate mathematical language during water play.

Children are learning about nature as they plant summer bulbs in the outside play area. They are able to talk confidently about changes, for example, the different properties of water when frozen, chilled or boiled. Children are learning about the beliefs and cultures of others through appropriate resources, planned activities and the celebration of various festivals. Children confidently use information and communication technology, for example, telephones and calculators when playing travel agents.

Children move around confidently and safely, negotiating space with control and co-ordination. They work co-operatively in the outdoor play area, taking turns to push one another around on bikes and cars. Children are becoming aware of their own physical needs, for example reminding staff to help them to apply sun cream and wearing hats to protect themselves from the harmful effects of the sun. They are able

to use a wide range of large and small equipment to develop their large and fine motor skills.

Children have access to a wide range of creative and sensory mediums including dough, sand, water, paint and glue. They are able to use these confidently and take care, for example when painting to remain with the lines. Children's art work is displayed and they are encouraged to attempt to write their own names on their work.

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

The provision is good.

Children are developing positive relationships with the staff and each other. They are gaining an insight into the wider world through planned activities, for example, the celebration of various cultural festivals. Children and staff come from various backgrounds, which helps them to recognise difference and similarity within society. Children are provided with a good range of resources, which helps them to develop their knowledge and understanding of the wider community. For example, projects include inviting "people who help us" into the nursery to talk to the children about their role in society.

The setting supports the inclusion of children with special needs and those who have English as an additional language. Close liaison with parents and relevant outside agencies, ensures that children's needs are met.

Children's behaviour is generally good, this is as a result of the staff having developed positive strategies to manage behaviour, which takes into account children's age, level of understanding and maturity. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Relationships with parents are friendly and supportive. Parents are welcomed into the setting and the staff spend time advising them of their child's progress. Parents provide the staff with relevant information regarding their children to enable appropriate care, for example children's likes and dislikes. Parents are given daily verbal feedback as to their child's progress and there are review meetings held every three months to keep parents informed of their child's learning and development. Children's progress is recorded by their key worker in individual journals. The journal includes photographs of children engaged in various activities; these are supported by written observations and learning intentions and link to the stepping stones of the Foundation Stage. Children are able to access their own journals and draw, paint or write directly into the book.

### **Organisation**

The organisation is good.

Asquith Nursery and Crèche meets the needs of the range of children for whom it provides. Daily routines help children to feel secure. Parents are provided with information relating to the services provided and are given daily verbal reports on

their child's progress. Policies and procedures are used effectively, this promotes children's welfare and contributes to the smooth running of the provision. Generally the documentation required for the safe and effective running of the nursery is in place. Daily registers are generally well maintained. Children's care and development is supported through the staff's commitment to on-going training; this includes child protection. There are effective systems in place to keep children safe and enable them to make progress.

Leadership and Management is good. Both the manager and deputy lead by good example and utilise the strengths of individual staff members well by delegating different areas of responsibility, for example, behaviour management and child protection. Regular team meetings and individual supervision supports staff development as areas of weakness are identified and further training and support is made available.

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

Not applicable

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

There have been no complaints made to Ofsted since the since registration. 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 good.

### **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):

- review lunchtime routines to develop children's independence and self help skills (also applies to Nursery Education)
- ensure that daily registers include all details

### **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 improvements as indicated in the care section above

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