



The Roche Nursery School

Inspection report for early years provision

Unique Reference Number	EY316604
Inspection date	12 September 2006
Inspector	Jan Healy
Setting Address	Keswick House, 42 Keswick Road, London, SW15 2JE
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Registered person	The Roche School Ltd
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The Roche Nursery School opened in 2006 and is owned and operated by a limited company. It is housed in a large converted Victorian house in a quiet residential area of East Putney in the London Borough of Wandsworth.

There are currently 20 children on roll; a maximum of forty-two children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 15.00 during term time. There is a fully enclosed garden for outside play.

The nursery currently supports children with learning disabilities and who speak English as an additional language. The staff work directly with the children and all hold a relevant qualification in early years education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

To help prevent the spread of infection the children are encouraged to wash their hands, using liquid soap and have the use of hand dryers. Staff teach the children about the harm germs can do to their health and display posters of germs on the bathroom walls, to remind children about the importance of hygiene.

The premises are clean; but staff's attention to cleanliness does not limit the range of activities offered to the children. A rota system is in place for the cleaning of toys, helping to prevent the spread of infection.

There is always a member of staff on duty who holds a first aid certificate and is confident to deal with an accident, to ensure children's good health.

Opportunities are provided to raise children's awareness of good hygiene practices; for example, about the importance of nose blowing, using a paper tissue, and discarding it after a single use.

The staff are vigilant in ensuring the plants and shrubs do not pose a hazard to the children, when playing in the outdoor play area.

Staff ensure that there are jugs of fresh water and clean cups available for the children to access independently; so they are able to keep themselves hydrated, particularly after physical play. Staff are aware of any food allergy or intolerance children have which helps to protect children's health. They also ensure children's health is protected as they do not allow them to swap their food, which is supplied by their parents, with their friend's food. Lunch time is a sociable occasion; when children chat to their friends about events that have meaning to them. Staff teach the children about healthy living during cooking activities, and about the effects certain foods have on their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are welcoming. They are bright, airy and displays of children's work is sensitively mounted, making for a child friendly atmosphere. Display boards, both indoors and outdoors, provide information about forthcoming events and planned activities, so parents are kept informed about the provision. The playrooms are clean and well-maintained. Children have easy access to the outdoor play area, which provides ample opportunity for physical play. The temperature remains comfortable; the staff monitor the needs of the children, for example, if they have returned from the garden, after running, windows are opened to allow cool air to circulate. Good accessibility enables those with disabilities to enter and make use of the provision.

Equipment is safe and well-maintained. They provide for the needs of the children, which is important for their development and learning. Child sized tables and chairs enable the children

to sit in comfort and to play together. Resources are carefully chosen for their suitability and to further children's learning; for example, programmable toys, which aid children's intellectual development. Children are able to reach the toys easily and are interested and want to play with what is available.

Staff take positive steps to promote children's safety within the setting; for example, the children are supervised at all times indoors and when in the outdoor play area. Spillages are cleared up immediately to help prevent falls, for example, if water splashes in the bathroom. Water trays are emptied after the children have finished playing, so the water does not pose a hazard to the children. All windows and doors are fitted with safety glass and locks, so the children remain safe. The staff and children practice a fire evacuation procedure, so the children are able to leave the premises swiftly in the event of an emergency. Exits remain clear and the staff are confident in using fire equipment, such as a fire blanket and extinguisher.

Staff believe that the welfare, safety and protection of children is paramount. They have good knowledge and understanding about child protection issues, attending training courses to keep themselves up to date with current legislation. They are aware of the signs and symptoms of abuse and neglect. Children are protected as staff are confident to make an informal decision about any necessary course of action.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The staff share a warm and affectionate relationship with the children. Staff are friendly and approachable, enabling the children to speak to the adults with confidence. The staff carefully plan for all the children in their care, whatever their ability or individual need.

Children participate in free flow play as well as on focused activities, so they have the benefit of both methods of learning. Children show interest in and are excited by a wide range of activities, choosing their favourite independently. Self initiated tasks, such as tidying their resources away after play, is encouraged to aid children in furthering their independence. Children are able to concentrate for short periods on a chosen activity and persevere until it is finished. Children order and sequence number; they are able to recognise numerals and to guess quantities of ingredients, for example, when participating in cooking activities. Tessellation shapes, peg boards and abacus, aid children's mathematical understanding. During painting activities, such as making butterflies, the children look at symmetry and at patterns, for instance, on fences, brick walls and the scales of fish. Programmable toys and music players aid children's understanding about technology. Children chat to the staff and to their friends about events that have meaning to them, for example, about their birthday party. They listen carefully to stories, making puppets to be used as visual aids, and join in with repetitive refrains. They are beginning to recognise rhyming poetry and enjoy singing familiar songs. Children experiment with writing and mark making, helping them to recognise that capital and lower case letters have common properties in text, and learn about the formulation of letters. Children plant shrubs and flowers, helping them to learn about their environment; and they have the benefit of looking closely at bee hives, to learn about how they live and make their honey.

Written records keep parents informed about their child's progress and regular meetings are held to exchange relevant information to help further develop children's learning.

Helping children make a positive contribution

The provision is good.

Written information is recorded about the individual needs of all the children, so the staff are able to plan activities that have meaning to them.

They have independent access to a wide range of resources which reflect positive images of culture, ethnicity and gender; for example, books, dressing up clothes, crockery, cutlery. Activities are carefully planned to provide the children opportunities to learn about the multicultural society they live in. They celebrate major religious festivals that have meaning to them, such as Christmas, Islamic New Year, Chinese New Year and Divali. They also celebrate more personal events, for example, the birth of a sibling. Children learn about other countries around the world and discover the origins of food, such as the fruit they eat during snack. They use their senses to investigate the journey from a tea plantation to the teapot.

The staff are very sensitive towards the needs of the children who have a learning disability. They attend training courses to keep themselves up to date with current issues, and to help further develop children's learning. The staff work very closely with parents and outside agencies exchanging relevant information, for the benefit of children. The staff plan a wide range of activities, which are adapted to suit the needs of all the children, so all are able to join in with all planned experiences.

Respect flourishes within the setting, as the staff treat the children with great care. Children have their own cup, which they wash and dry with pride after use. The children help to tidy away resources, so other children have the opportunity to make use of them, providing the children with responsibility and pride for their surroundings. Children's behaviour is good, and they abide by the rules of the group; for example, they are reminded to walk and not run, to prevent them from falling or bumping into another child. The children tuck their chairs under the table, to prevent falls, and learn to carry objects with great care. Noise level is low, as the children are occupied by challenging games and experiences.

The staff and parents share a warm and respectful relationship and are able to exchange information about the children confidentially. A settling in period is negotiated, for the separation of parent and child, according to the needs of both. Regular meetings are held when parents are able to view written information about their child, such as progress reports and to discuss children's learning and development. Parents contributions are valued; for example, if a parent has a skill, such as playing a musical instrument, they are invited in to the group, providing the children with the opportunity to experience listening to sounds.

Organisation

The organisation is good.

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

The person in charge holds a relevant qualification in early years; and ensures that all the staff employed are suitable to work with children. An induction programme helps to raise staff's awareness of the importance of reading all written policies and statements and putting them into place. An appraisal system and feedback given to staff helps to identify training for further development.

A suitable registration system is in place, for both the staff and children, detailing the times of arrival and departure.

Good use of space ensures all the children are able to play in comfort and to choose their play independently.

All records are available for inspection and are stored on the premises, so can be accessed swiftly.

Ofsted are kept informed about any significant changes to the staff or premises.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since the last inspection 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

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.

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):

- continue developing positive contribution, by displaying words in other languages

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