



Asquith Nursery - Reigate

Inspection report for early years provision

Unique Reference Number	EY281377
Inspection date	13 February 2006
Inspector	Joanne Lindsey Caswell / Jacqui Lloyd
Setting Address	81 Holmesdale Road, Reigate, Surrey, RH2 0BT
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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 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 Nursery, Reigate, is part of the Asquith Nurseries group. It has been registered under its current management since 2004, although it has been an established nursery since 1997. It operates from a purpose-designed building, close to the centre of Reigate, Surrey. The railway station is close by. Children are cared for in separate age groups. Rooms are situated over several floors. All nursery rooms have access to toilets/nappy change and hand washing facilities. A fully enclosed

outside play area is available for outdoor play and gardening.

There are currently 125 children, aged 3 months to 4 years, on roll. This includes 38 children who receive funding for nursery education. The nursery supports children with special educational needs and children who speak English as an additional language. The nursery is open Monday to Friday, for 51 weeks of the year, from 08:00 to 18:00.

A team of 19 staff work with the children. Of these, 10 staff hold a recognised early years qualification. Three staff are currently working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected well against infection as staff are vigilant in maintaining a clean and hygienic environment. Staff ensure that all babies and toddlers use their own toiletries and nappies, which are clearly labelled, to prevent cross-infection. There are effective procedures in place to ensure that babies have their own cots and individual bedding, to ensure a healthy and hygienic environment. Comprehensive written policies and procedures are in place to ensure that all personal care routines protect children against infection. For example, the nappy change tables are wiped thoroughly between use with anti-bacterial sprays and staff wear disposable gloves and aprons for each nappy change to ensure hygienic practice.

There are good strategies in place to ensure that children are protected against illness. Parents are made aware that their children cannot attend the nursery if they are suffering from infection. This prevents the spread of germs and illness between children. Children's health and welfare needs are promoted well throughout the nursery. Staff are very aware of each child's individual needs and written documentation is maintained to ensure that any administered medication is appropriately recorded.

Children learn the importance of hand washing. The younger children are assisted by staff and the pre-school children become independent in taking care of their own needs. There are pictures displayed for children, reminding them about thorough hand washing routines to ensure their good health.

All children have good opportunities to develop their physical skills. Babies use toys and equipment which encourage them to roll, crawl and develop mobility. Older children have many opportunities for physical play. They enjoy playing in a ball pool and use equipment outside enabling them to climb, balance and use wheeled toys to develop their co-ordination.

Children's dietary needs are met. Most staff are very aware of each child's personal dietary requirements. Children develop positive attitudes towards healthy eating as

they enjoy a range of nutritious meals and snacks. Mealtimes are regarded as social occasions, where children and staff sit together, enabling children to develop social skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe and secure. There are good procedures in place to ensure that children cannot leave unsupervised and unauthorised visitors cannot access the premises. All external doors are kept locked with entry code systems in place. This enables staff to fully monitor all access to the premises to ensure children's safety and security. All rooms are bright and welcoming for children. They provide a very homely and stimulating environment, with children's work and photographs clearly displayed for children to see. The baby rooms have very low hanging decorations, creating a very cosy, safe and welcoming environment for the youngest children. A fully enclosed, secure garden provides an outside play area, enabling children to play safely outside throughout the year.

Children play with a very good selection of high quality toys and play materials, all of which are checked regularly to ensure they are safe for children to use. There are effective systems in place, ensuring that any equipment that is found to be faulty or unsafe for children, is quickly removed to ensure children's safety.

Children are protected well against dangers and hazards. They regularly practice an emergency evacuation and a designated 'place of safety' has been identified. This ensures that children's safety is maintained in the event of an emergency. Staff are familiar with the evacuation procedures, ensuring that all children can be safely evacuated from the building. Sleeping children are regularly checked and supervised to ensure their safety and well-being.

Children are protected against harm and abuse as most staff have attended child protection training and demonstrate an understanding of their role and responsibilities. There is a designated staff member responsible for child protection, who has a full understanding of local Area Child Protection Committee procedures. This ensures that appropriate procedures are followed, if staff have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy close and loving relationships with staff. They approach staff happily for support and receive plenty of cuddles and physical affection. This creates a very happy environment for children. Babies have opportunities to explore textures and sounds. There are many textured wall hangings and low hanging decorations, enabling children to explore sounds, colours and pictures. Babies enjoy looking at themselves in low mirrors and sit comfortably with staff to look at picture books. Their communication skills are encouraged by staff, as they join in with songs and rhymes

and repeat sounds.

Children in Transition enjoy role play. They play enthusiastically with a range of hats and enjoy dressing up. They sing songs spontaneously and use dolls to recreate scenes that are familiar to them. The daily routine offers children a busy and stimulating day. They enjoy a range of play opportunities, including sensory play, art and craft, physical play, puzzles and stories. This enables children to develop their interests and curiosity and encourages positive attitudes towards learning.

Children in Nursery develop their understanding of colours as they participate in a wide range of painting and craft activities. They enjoy vigorous physical play using the ball pool and enjoy sharing home-made books with staff and identify their friends in photographs. Children develop close relationships with staff and enjoy engaging in play and activities with them.

There are some systems in place for monitoring children's progress. Staff are beginning to implement the Birth to three matters framework and some staff have completed training on this. However, not all staff are familiar with the framework. As a result of this, some staff are not using nursery activities to monitor children's developmental progress.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and create a busy and stimulating learning environment for children. Staff act on children's own interests and ideas, resulting in child-initiated learning. There are systems in place for staff to plan for, and record, children's progress towards the early learning goals. However, staff are not yet confident with the new systems currently being implemented. As a result of this, staff are not yet using planning and assessment records to monitor children's progress to inform future planning.

Children develop good skills in independence as they take care of their own needs. They hang up their coats after outside play, pour their own drinks and take themselves to the toilet. They play very well together and show care and concern for one another. Children take turns in their play and clearly understand acceptable boundaries. For example, children successfully resolve disputes by apologising to one another and shaking hands. This reflects their well-developed social skills. Children are very happy and confident. They have high self-esteem and enjoy close relationships with the staff and their peers. This enables children to feel secure and settled within the pre-school.

Children communicate confidently with their peers and adults. They sit well during group time and enjoy sharing their news. The print-rich pre-school environment enables children to see many examples of text and words on display. This encourages children to develop an understanding that words and signs carry meaning. Children confidently recognise their own names and develop their writing skills using a good range of resources. They use writing for a purpose and enjoy making their own invitations as part of role play. Some children confidently write their names on their art and craft work.

Children use numbers and counting during their play. They enjoy counting to 10 as they play games, such as 'What's the time Mr Wolf?'. There are many examples of numbers on display, both inside the pre-school and in the garden. This enables children to recognise numbers and use them in their play. Children develop matching and sorting skills as they use resources such as Compare Bears. They undertake a range of mathematical activities, using equipment such as magnets, number puzzles, cogs and sorting materials, enabling them to develop an understanding of colour, shape and size. There are good opportunities for children to develop an understanding of the concept of volume as they play with dried pasta using different sized containers. This enables children to make comparisons and use appropriate mathematical language.

Children talk about the weather and recognise seasonal change. They understand that it must be windy to successfully fly kites. Children undertake many gardening activities. They plant seeds and watch them grow. Children develop their understanding of the wider world. They celebrate a range of differing festivals and customs and have regular French lessons.

There are good opportunities for children to develop their physical skills. They use a selection of apparatus, enabling them to climb, balance, crawl and use wheeled toys. Children enjoy racing one another using the tricycles and ride-on toys. They successfully negotiate obstacles and show good co-ordination. Children move in a variety of ways. They run around freely and some children are able to hop and skip. Children develop their manipulative skills by pouring their own drinks, using scissors and completing activities, such as writing and threading.

Children play imaginatively and have very good opportunities to develop their creativity. They access art and craft materials independently and enjoy mixing their own colours. Children develop their ideas through imaginative play. They enjoy playing in the role play Chinese restaurant and use a range of supporting resources, such as chopsticks, menus and Chinese bowls, to extend their play. There are good opportunities for children to explore textures. They enjoy a range of sensory play and handle textures, such as dried pasta, sand, water and play dough.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and their personal needs and interests are respected by staff. Babies follow their own personal care routines and staff know each babies' personal preferences. For example, staff demonstrate clear understanding and knowledge of how each baby likes to be soothed to sleep, sleeping positions, comforters and feeding needs. This enables staff to care for each baby, according to their own, individual needs and in accordance with parents' wishes. Children develop a very strong sense of belonging within the nursery. They see many examples of their art and craft work on display and there are many named photographs, enabling children to feel valued and secure within the nursery. Children happily talk about their friends and delight in looking at photographs of themselves and their friends.

Children learn about diversity as part of activities. Older children celebrate different festivals and learn about differing religions and cultures and have regular French lessons. All children see many examples of diversity reflected in their toys and play materials. There are pictures on display and children see many signs and notices written in different languages. As a result of this, children's social, moral, spiritual and cultural development is fostered.

Children with special needs are supported well. There is a designated Special Educational Needs Co-ordinator (SENCO) in place, who is familiar with the Special Needs Code of Practice. Staff demonstrate a very positive attitude towards identifying and addressing each child's personal needs. This ensures an inclusive policy and addresses each child's differing needs.

Children behave very well. They undertake a wide range of stimulating activities, enabling them to be busy and occupied and preventing the opportunities for unacceptable behaviour. Staff promote a very fair and positive environment, offering children plenty of praise and positive interaction, creating a very happy atmosphere. Older children clearly understand acceptable behaviour and apologise to one another and solve their own disputes, demonstrating their very well-developed social skills. They co-operate and share in their play and use negotiation to maintain a harmonious and positive environment.

The partnership with parents and carers is good. There is a wealth of written information available for parents, including all policy documents, named staff photographs and Foundation Stage information. This enables parents to be more closely involved in their children's care and education. Staff involve parents in the children's developmental assessments, enabling parents to share their own information on their children's progress and development. Parents receive daily feedback from staff regarding their children's progress. In addition to this, parents receive written developmental reports and are invited to parents' evenings. This encourages parents to be fully involved in the nursery and share in their children's achievements. Parents' feedback is encouraged and welcomed by staff. A recent questionnaire enabled parents to share their views and concerns, enabling staff to address these and identify areas for improvement.

Organisation

The organisation is satisfactory.

There are systems in place to ensure that all staff are appropriately vetted and cleared to work with children. Staff are qualified and experienced child care practitioners who have a satisfactory understanding of the National Standards. Staffing ratios are mainly adhered to. There are some effective staff induction procedures in place, although not all new and temporary staff are fully aware of nursery policies and procedures. This restricts them from assisting staff fully and prevents the smooth and effective running of some rooms.

All regulatory documentation is maintained and is stored confidentially. Staff demonstrate their understanding of maintaining appropriate records by ensuring that all documentation is kept up-to-date.

The leadership and management are satisfactory. The nursery manager has only been in post for several months, yet she is approachable and supportive to staff. She is keen to make improvements within the nursery. At present, there are no clear systems in place for staff to review their daily practice and evaluate the Foundation Stage activities. As a result, at present, children's individual learning needs are not consistently identified in curriculum planning. Staff lack confidence in the new curriculum planning and assessment format, although further training and support is planned. There are some systems in place for staff development and a new staff appraisal system is due to be implemented, enabling staff to identify their own training needs.

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

Improvements since the last inspection

At the last Education inspection, two points for consideration were raised. These related to pre-school staff being involved in curriculum planning and assessment and the process of recording evidence of children's progress. Staff have partly met these issues. At the time of inspection, a new curriculum planning and assessment system had just been implemented by head office, which covers all elements of the Foundation Stage curriculum. Staff are still undertaking training in the new format, however, they now ensure that all pre-school staff are involved in curriculum planning and assessment. This ensures that all staff are aware of each child's progress.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

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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):

- improve the staff induction training for new and temporary staff to ensure they are familiar with nursery policies and procedures and can implement these in daily practice to ensure the efficient running of all rooms
- improve all staff's understanding of the Birth to three matters framework to enable staff to monitor children's progress and adapt nursery activities to meet the needs of the younger children

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):

- develop the current format of curriculum planning and assessment to ensure staff monitor children's individual progress and use assessments to inform future planning
- improve the systems for staff and managers to regularly review and evaluate the educational programme to meet children's individual learning needs

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