

The Roche Nursery School

Inspection report for early years provision

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Inspector Sarah Street

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Roche Nursery School, Keswick House, opened in 2006 and is owned and operated by a limited company. It operates from a large converted Victorian house in a residential area of East Putney in the London Borough of Wandsworth. Children have access to three classrooms and an enclosed outdoor play area. Some of the rooms are accessed by steps. It is open each weekday from 8.45am to 3.00pm for 36 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the nursery at any one time. There are currently 35 children aged from two years to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

There are nine members of staff, including a secretary, eight of whom hold appropriate early years qualifications and includes qualified teachers and a staff member with Early Years Professional Status.

The setting operates in line the Montessori Approach.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Happy and confident children make significant gains in their learning and development in this extremely well-resourced setting. All staff are very enthusiastic, valuing and recognising the uniqueness each child brings. Children have their learning and development and welfare needs very effectively met due to the commitment of staff in implementing the requirements of the Early Years Foundation Stage while linking this to the Montessori approach. Excellent relationships with parents exist who receive precise guidance and information about ways they can support learning and development. Leaders and managers communicate ambition and drive highly effectively. Self-evaluation reflects rigorous monitoring by staff, parents and children. Action taken following this reflection demonstrates the capacity of the setting to maintain continuous, and excellent, improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing children with opportunities to make healthy choices about the

food they eat at snack time

The effectiveness of leadership and management of the early years provision

Children are safeguarded by extensive recruitment and vetting procedures which ensure that staff working with the children are suitably experienced, qualified and vetted. All prospective staff have to spend time in the setting prior to being offered employment, enabling leaders to assess their interaction with children. The induction process is rigorous giving staff scenarios to consider once they have read all the policies. For example, leaders ask what they will do if a child arrives with an injury. Staff receive regular training on safeguarding and those with particular responsibility in the setting update their training every two years. Children move and play very safely due to the use of thorough risk assessments, close supervision of the children and staff discussion. When some of the children have chosen to play outside when it is raining staff support this until the rain becomes too heavy and explain to the children why they need to go inside. Equipment and resources are of very high quality and beautifully presented. The welcoming environment fully reflects the children's backgrounds and the wider community. The children help make some of the Montessori activities and staff make further resources in order to support individual children. Required documentation is in place and the many policies and procedures are highly effective in supporting the smooth running of the setting.

Leaders and managers are exceptionally successful in inspiring the team to work together. Their high standards are embedded across all areas of practice. The self-evaluation system is highly effective at identifying what the setting does well and has a dynamic impact in bringing about sustained improvement to the early years provision. Since the last inspection all the staff have gained childcare qualifications to at least level three, qualified teachers are present and one staff member had obtained Early Years Professional Status. Staff, parents and children are involved in the regular review of the reflection process and leaders strive to always bring further improvement.

Highly positive relationships exist with parents and carers. They are encouraged to be heavily involved in making decisions about key matters in the setting and their own child's development. A wonderful system gives parents achievable ideas as to how they can support learning at home. A communication book is regularly sent home and includes ideas to support identified learning. To support making and investigating, staff suggest that parents can help make models out of re-cycled material, go on a shape hunt, collect leaves and observe their changes. Parents are invited to several curriculum talks during the year in which staff discuss how the Montessori ethos and the Early Years Foundation Stage link. Staff take the opportunity to discuss that every child is different and will progress at different stages, encouraging parents to try and not compare. Parents are highly complimentary about the setting, stating that their children make noticeable progress. They are welcomed into the setting and asked to share their experiences, including their cultural celebrations to help children embrace the wider world. Links are in place to support continuity and consistency for children

who also attend other settings.

The quality and standards of the early years provision and outcomes for children

Children are obviously happy in this calm and very stimulating environment. Exceptional organisation ensures that every child receives excellent support. On arrival staff have prepared the room and all warmly greet the children. The majority of children have only been in the setting for a few weeks but they all settle incredibly quickly. This is helped by the knowledge of the staff in relation to the likes of each child. One of the children sees the train track and excitedly goes to it. Staff go with him, stating that they thought he would like this. Some of the tables are left free so the children can choose what to do. As a result of this high quality interaction the children soon become absorbed in their play and learning. Assessment through high quality observation and discussion with parents is rigorous and the information gained is used to devise individual plans. Every child has an attractively presented observation folder. Staff, who are given time away from the children to update these records, regularly use photographs to demonstrate how learning has been achieved. Staff are very confident to move away from the plans to support spontaneous issues. Children who are currently having nightmares are encouraged to draw a picture of what is frightening them before they use paper, streamers, glue and pom-poms to make a dream-catcher. When it is time to go home the dream-catcher is shown with pride to parents and taken home.

Excellent relationships exist between staff and children which promotes every child's self-esteem and sense of security. Children are very confident to make choices about their activities, inside and out and happily approach adults for any support. They work extremely well independently and happily participate in adult-led activities which cover all the areas of learning. Creative skills develop as the children use the art area where they paint pictures and design models. All their work is very attractively displayed and is bright and colourful. Children have very confident conversations and participate in many activities which develop their future life skills. To support recognition of letters and sounds the Montessori equipment is well used. The older children have also made a picture of a volcano and then listed other words which begin with the same letter. Lots of opportunities exist for children to explore numeracy, including addition and subtraction, and they have access to computers and cameras to develop their information and communication skills. There are many opportunities to learn about the wider world as the children select binoculars and magnifying glasses from the well-stocked garden activity boxes and go in search of bugs. Visitors to the setting, including police and a flamenco dancer enable children to learn about the wider world. The Montessori equipment provides children with excellent opportunities to develop their small muscle skills as they competently use tweezers to pick up items, pour pasta from one jug to another and thread beads. They develop their large muscle skills as they dig in the soil, use the garden equipment and participate in circle games.

Children are generally developing an excellent understanding of keeping healthy. They experience fresh air as they regularly choose to play and learn in the spacious garden. Staff are vigilant in reminding children to wash their hands and wipe their noses explaining the importance of this. Children discuss healthy eating but at snack time the children often only have biscuits. This does not give them the opportunity to make healthy choices. Children's behaviour is exemplary and staff are very calm and positive role models. Even the children who are very new to the setting are quickly learning the codes of behaviour. Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. During a cake-making activity using clay a child points out that they must not really eat this cake. Staff say that is correct and thank the child for identifying this.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met