

The Roche School

Inspection report for early years provision

Unique reference number	EY316609
Inspection date	01/02/2011
Inspector	Linda Close

Setting address	All Saints Hall, 70 Fulham High Street, London, SW6 3LG
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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 School is a privately run nursery school located in the Fulham area of southwest London. The local authority is Hammersmith and Fulham. The building used by the school is a single storey church hall which is set back from Fulham High Street. The nursery is part of a group of three settings and it was originally established in 1997. There are two main classrooms at the setting and two smaller rooms for group activities. A kitchen and toilet facilities for children and adults are adjacent to the classrooms. An enclosed outdoor space is located beside the building which is used as an outdoor classroom. There are 57 children on roll at present aged two to four years and the children who are three or four years old are in receipt of funding for nursery education. Children attend either part-time or full-time. A small number of children have identified special educational needs. Several children on roll are learning English as an additional language. A total of 12 members of staff work with the children including the manager and there is a peripatetic teacher for sporting activities. Several members of staff hold Montessori diplomas and the manager is working towards qualified teacher status(QTS). The school follows some of the principles and systems of the Montessori philosophy of education interwoven with traditional teaching methods. Student teachers from the Montessori Centre International work beside the school staff. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum number of 68 children may attend the setting at any one time and of these 30 may be aged two to three years old.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are busy and happy in this very well organised nursery. Their individual progress is consistently good and often excellent in relation to their capabilities and starting points. The nursery has established a very effective partnership with specialist advisors, parents and carers and their involvement is warmly welcomed and highly valued. The manager involves the whole staff team, the children and their parents in evaluating the nursery's provision leading to improvement in almost every area. She is enthusiastic and proactive in her search for new ideas to refresh and update nursery systems.

What steps need to be taken to improve provision further?

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

- enhancing the role play area in the lower nursery to enrich children's imaginative play.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given a high priority in the nursery. Thorough suitability checks are conducted for all staff at the time of their employment and students also have criminal record bureau checks in place. Detailed risk assessments are made of the indoor and outdoor areas and for each venue that children visit off the premises. Additional daily checks are made to ensure that the children are safe and any potential safety issues are remedied without delay. Staff knowledge and understanding of child protection issues is very good. The manager has devised a rolling programme of training for the staff and the information they gain from courses is shared at staff meetings so that everyone's knowledge is refreshed and kept up to date.

The manager seeks the views of parents through contact books and face-to-face discussions. Children are consulted so that staff can take their special interests, likes and dislikes into account when they are choosing new resources and making plans for the future. Evaluations of the setting take into account any observations made by visiting local authority staff and the manager has met all of the recommendations made at the time of the last Ofsted inspection. A review of all of the nursery's policies and procedures has led to many policies being rewritten and updated in recent months and dates indicate that further reviews are planned at regular intervals. The manager takes all views into account when she devises an action plan for each academic year which is discussed at every staff meeting to enable the staff to input their ideas. The nursery is very well resourced and staff work hard to overcome any problems caused by sharing the building with other groups outside nursery hours. Both of the classrooms are spacious and the toys and resources catch children's interest and are easily accessed. However, the role play area in the room for younger children is not resourced or presented in a way that stimulates every child's involvement in imaginative play.

Parents speak highly of the staff and some say they are happy to travel from neighbouring boroughs so that their children can attend. They are particularly pleased that their children benefit from play in the extensive outdoor area. Parents commend the quality and breadth of the information that they receive about their child's progress and the prior information given about activities which gives them opportunities to extend children's learning at home. The manager makes sure that multi-cultural activities include some that reflect the background of the children attending. Parents contribute resources, knowledge and linguistic expertise linked to celebrations which include Japanese festivals. Staff are multi lingual and they too share their knowledge of different cultural events and languages to enrich the provision for children.

The nursery manager is very well informed about ways to support children who have learning difficulties. She shares any concerns with parents and, with their permission, she seeks assistance from specialist practitioners who visit to observe the children and subsequently advise and guide the staff. Her work ensures that children receive the individual support that they need to enable them to achieve

their potential.

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

Staff prepare a welcoming environment for the children who enter happily and choose a toy or activity without delay. The planning and organisation of the educational programme is excellent. Staff observe each child and note their progress and the next steps they will need to make in their learning. They devise an individual plan for each child every two weeks which is shared with their parents via their contact books and the document includes suggestions for worthwhile activities to do at home to complement what they will do in the nursery. The individual planning and teaching ensures that the activities challenge each child at the correct level.

Behaviour management is sensitive and effective. Staff are firm and at the same time they are polite in their ways of speaking to the children who respond well. The children are fully engaged in their activities, they are happy and very well behaved. The happy way they enter the nursery, and their relaxed body language throughout the sessions, shows clearly that they feel safe and secure in the care of the staff. They make choices and decisions every day in relation to selecting Montessori activities and they decide if, and for how long, they go outside to play during free flow periods. Children relate well to staff and each other and they are forming firm friendships. They select musical instruments and form a band which shows they are learning to take turns and co-operate with others.

Children are gaining a good grasp of the shapes of letters of the alphabet and the sounds that the letters make. Some children can write their own names and a small number of children have taken their first steps in reading. Their activities strengthen their small muscles and help them to hold pencils correctly and make firm marks which is a pre-requisite for writing. Their daily discussions with adults and other children actively promote their communication skills. Children are involved in many worthwhile sorting, matching and counting activities using real objects. They look at numerals and discuss how many each number represents. The nursery has a very good selection of resources which encourage children to take their first steps in exploring cause and effect. These include computers, torches, a programmable robot and a digital camera. Taken overall the children are developing excellent skills for future learning.

The children, staff and parents are involved in numerous fund raising initiatives for charitable causes which explains to the children that some people are in need of help and support. They dress up in 'Jeans for Genes', they are involved in 'Red Nose Day' activities and they took part in a 'Teddy Bears Day' to support Medical Action Research. Children are also involved in raising funds for an orphanage in Thailand, fundraising for Leukaemia Research and fundraising for Trinity Hospice and food items donated for Harvest Festival are given to a local centre which supports the homeless.

Children in the older group take a snack when they are hungry and the little ones sit down to share healthy snacks with their friends. Staff make sure that the children wash their hands after using the toilet and before eating. They explain to the children that fresh fruit and vegetables are good for the health. Meals are not provided by the nursery but staff share the setting's healthy eating policy with parents who send in healthy packed meals for the children who stay to lunch. This extended day helps to accustom the older children to spending a longer period away from home in preparation for their move to primary school. Teachers from the schools to which they will transfer are invited to visit the nursery to meet the children. Staff obtain parental approval before passing on children's progress records or alternatively they give progress records to parents to pass on to school if they wish.

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	2
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	1
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 compulsory part of the Childcare Register are: Met

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