

# Peques Anglo-Spanish Nursery School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY260137
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Helen Steven

<b>Setting address</b>	St. John's Church Hall, North End Road, London, SW6 1PB
------------------------	---

<b>Telephone number</b>	020 7385 0055
-------------------------	---------------

<b>Email</b>	info@peques.co.uk
--------------	-------------------

<b>Type of setting</b>	Childcare on non-domestic premises
------------------------	------------------------------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Peques Anglo-Spanish Nursery School registered as full day care in September 2003. It is one of two privately owned nurseries from Peques Leisure Limited. It is situated in the upper room of St Johns church, in Fulham, in the London Borough of Hammersmith and Fulham. It operates from a main room that is divided into specific play areas and an adjacent room available for babies. Access to the provision is via a flight of stairs. This is a bilingual nursery, with Spanish and English spoken throughout the day. The nursery has access to an office, kitchen, toilets and an enclosed outdoor area.

The nursery is registered to care for a maximum of 45 places for children aged between three months and eight years. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The nursery is currently only offering a service for children in the early years age range, but they wish to remain on the Childcare Register. There are currently 64 children on roll in the early years age range. The nursery is open Monday to Friday 8am to 6pm for 50 weeks a year. There are both full and part-time places available.

The nursery school receives education grant funding for two-year-olds as well as three and four-year-olds. The nursery was awarded a Quality Improvement in Learning and Teaching (QuILT) Quality Assurance certificate in October 2010. The majority of children are bilingual. There are 14 staff members including the manager, of whom eight hold childcare qualifications. There is a cook and admin support employed. There are weekly visits from a teacher of Mandarin and dance/baby massage teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this bilingual nursery; they thrive in a safe and welcoming environment which enables them to make good progress in their learning. The management and staff team are very friendly and enthusiastic; they are reviewing and reflecting on their practice to continually improve the quality of the provision. The staff team have effective relationships with parents and with other agencies so that children can receive the care they require to meet their individual needs. Overall documentation is well maintained and by and large routines and the environment support children's learning.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the daily record of the names of the children looked after and their hours of attendance is in place at all times (Documentation) 10/02/2011

To further improve the early years provision the registered person should:

- improve the written risk assessment for outings to reflect the detailed assessments made to keep children safe
- develop the learning environment and routines to further enhance children's learning experiences across all areas of learning both inside and outside.

## **The effectiveness of leadership and management of the early years provision**

Children are protected because staff have a secure understanding of safeguarding procedures and know when to take action to protect children in their care. Ongoing training is organised to ensure the team keep their understanding of safeguarding updated. Robust recruitment procedures are in place and appropriate checks are taken out on all staff. Risk assessments are in place for the building; these are currently being reviewed with the assistance of the local authority as part of an ongoing assessment relating to an expansion of available space. Required documentation is in place, however, the system currently used for recording children's attendance is not fully meeting the specific legal requirement. Accident records are used very positively to identify how further incidents can be avoided. Outings are thoroughly risk assessed; however, the records do not reflect this in detail.

There are detailed policies and procedures in place, which the provision is continuing to develop. The provider has addressed the recommendations set at the last inspection to benefit the children. The staff team have undertaken a detailed self-evaluation and have identified areas that they wish to develop, demonstrating a commitment to making ongoing improvements. They analyse and act upon information received from regular parent questionnaires. Overall, the learning environment is very well organised and the rooms are bright and welcoming. Staff report to have considered ways to reduce the noise level as part of the nursery extension, for example, they are making use of material to lower ceilings. There is some low level shelving which enables children to self-select from a good range of resources. However, the areas within the nursery are not fully exploited to promote all areas of learning. For example, the role play area is not rich in numbers and letters.

The majority of nursery staff are Spanish speakers and in addition there are English speaking staff. Each staff member uses their home language to converse with the children to ensure that children listen to each language pronounced correctly. As a result of the staff deployment children hear and receive the Early Years Foundation Stage in both languages. The partnership with parents is very

positive. Parents' views are sought via questionnaires and these show that parents are very happy with the setting. Parents give very positive feedback about the nursery and feel that the staff team are the core strength of the nursery. They have nothing but praise for them, reporting that they are friendly, warm, caring, affectionate, approachable, always happy and positive. They feel that they know their children well and the nursery is family orientated. Staff have links and relationships with various agencies whom they are able to call upon if needed to ensure children's individual needs are met.

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

Established children are well settled in the nursery, they are confident and have a strong sense of belonging. Children have formed friendship groups and chat to each other primarily in English. Younger children are supported in learning to share and children behave well. Staff are good role models and speak to the children and each other calmly and with respect. Staff explain their expectations and offer meaningful praise and lots of encouragement. Children are learning to take responsibility by putting their things away when they have finished playing and are beginning to become independent when pouring drinks at snack time. Babies have the opportunity to feed themselves, with support and relish the opportunity to explore the food with their hands. Routines are in place to give children access to different zones, such as the snack area. However, staff do not always use routines effectively as an opportunity for learning and at times children's play is disrupted.

Children throughout the nursery make good progress towards the early learning goals as staff plan and provide interesting and challenging activities. There is a balance between child-led activities which children self-select and adult-led activities. However, plans do not always include outdoor learning experiences across all areas. Information from parents and staff's observations help to establish children's starting points. Photographs illustrate children's involvement in a wide range of activities and demonstrate their development towards the early learning goals. Children learn about different cultures and religions as well as their own. Children hear both Spanish and English throughout the day and have the opportunity to learn Mandarin as an additional language through weekly sessions that include songs. Children learn about nature when in the garden collecting sticks to use in a letter formation activity. Children press buttons on electronic toys and are excited when the music plays.

Children problem solve as they complete puzzles and learn about volume when playing in the water tray. They measure their heights and count small toy chicks which they place in numbered eggs. Children are introduced to the pleasure of books as they sit down in the book corner and enjoy small group stories with staff. They enjoy regular trips to the local library and parents report that the provider has given children a gift of Spanish books to use at home. Babies babble as they play and staff respond enthusiastically. Young children chat eloquently to visitors explaining what happened when 'the car ran out of petrol' and discussing their favourite foods which are 'tomatoes, cucumber and fishcakes'. Children's creativity

is enhanced by opportunities to paint and make music. They explore rhythms on the large drum in the playroom and babies shake and blow instruments to make pleasing sounds. There are opportunities to recycle which develops children's knowledge of sustainability. There are opportunities everyday for the children to have time in the garden for physical play and fresh air. Children use racquets and hockey sticks to hit balls and whizz around, negotiating space on ride on toys. Due to the layout of the building children are unable to have freeflow between the areas, but staff ensure that all ages of children have time outside. Children develop a good understanding of healthy lifestyles, for example, they self-select from vegetables during snack-time. They can access drinks throughout the day and those who stay all day enjoy nutritious lunches provided by the cook. Children tuck into delicious paella and salad. Staff eat alongside the children in order to create a social atmosphere and develop children's communication skills and understanding of healthy eating. Staff are aware of children's dietary restrictions in order to support their individual needs. Children explain to visitors that they have to wash their hands to 'get the dirt off before eating'. Children develop an understanding of how to keep themselves safe as they undertake fire drills and are reminded to hold on to the handrail when walking down the stairs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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