

The Mouse House Nursery School SW18

Inspection report for early years provision

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Inspection date	09/05/2011
Inspector	Linda Close

Setting address	13-15 Barmouth Road, LONDON, SW18 2DT
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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*.

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Description of the setting

Mouse House Nursery School (SW18) was registered in November 2010 but was actually taken over by the new provider in April 2011. It is part of a chain of 10 early years settings owned and run by the Kindergartens Ltd. It is located in a residential road in the London Borough of Wandsworth. The nursery is registered on the Early Years Register to provide a maximum of 40 places for children aged from two to the end of the early years age range. The setting opens every weekday during term time only from 8.45am to 3.30pm. There are currently 60 children on roll in total and a small number of the children are learning English as an additional language. Children attend a variety of sessions. Staff follow the Montessori philosophy of education within the Early Years Foundation Stage framework. The provision employs eight staff members; more than half of the staff hold appropriate early years qualifications. There are two main playrooms and a smaller area for computer activities as well as an office, a kitchenette and separate toilet facilities for adults and children. Children have access to an enclosed outdoor play area for energetic play and sporting activities. The setting receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children show, in their calm behaviour and relaxed body language, that they feel safe and secure in the nursery. Staff have established a satisfactory partnership with parents and carers. The information that the adults exchange is used effectively to support continuity and progress for most, but not all children. As a result, children's progress is satisfactory overall, given their age and starting points. A review is underway by the new owners and has already identified strengths and weaknesses in the provision. An improvement plan has commenced, which includes staff training, and management show a strong capacity to make improvements.

What steps need to be taken to improve provision further?

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

- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals, with particular regard to children with English as an additional language. (Organisation) 23/05/2011

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

- enhance the imaginative play area in the room for older children to enable them to play and develop their own imaginative ideas
- improve the presentation of the reading areas in both rooms to encourage children to visit, relax and enjoy looking at books independently
- develop further children's opportunities to explore art and craft materials and produce pictures and models according to their own thoughts and ideas.
- improve opportunities for children to develop and use their home language in their play and alongside this, provide a range of meaningful contexts in which children have opportunities to develop English.

The effectiveness of leadership and management of the early years provision

Staff have gained a good knowledge and understanding of safeguarding children from training courses and discussions with the manager, who has the lead role for safeguarding. They are aware of the signs or symptoms that indicate abuse and they know that no time must be lost in reporting concerns to the manager who has contact details to hand for relevant agencies. Effective risk assessments are conducted to ensure children's safety indoors and in the outdoor play area. The nursery has not yet been on any outings but is currently working on risk assessments for possible future outings.

In the short time that has passed since completion of the change of ownership the new owners of the nursery have carried out a survey of the accommodation and are taking rapid steps to make improvements. They have installed larger display boards, reduced the furniture to provide more space and introduced many new toys and resources. Their evaluation of the provision has also led to the employment of a specialist sports teacher to lead weekly energetic activities for all children. It has also addressed some improvements in planning but has not yet revealed the weaknesses in planning for children who are learning English as an additional language. Staff treat these children with kindness and they encourage them to make choices and take part in group activities. However, they are not monitoring their progress with sufficient care nor planning activities that will assist these children in making the best progress.

The new owner of the nursery is totally dedicated to driving improvement and has a training plan in place to help staff gain familiarity with new systems, policies and procedures. Staff have met with their new employers to discuss their work and to formulate professional development plans. Staff deployment ensures the children are always safely supervised indoors and outside. The premises are secure, clean and free from hazards. The toys, books and resources are of good quality and they are in good condition, although they are not always well presented. The areas set aside for role play, particularly in the room for the older group, are uninspiring and the reading areas in both rooms are uninviting. Consequently, this impacts on the way in which access these to promote their early reading skills and extend their imagined ideas.

There are strong partnerships in place with local authority development workers and professionals who provide support for children who have special educational needs and/or disabilities. Currently, there are no children in the nursery that have been identified as having special educational needs and/or disabilities but there are sound systems in place to offer support, if there is a need.

Parents say that their children are very happy in the nursery. They stated the staff contact them during the early days to reassure them that their children are coping in their new environment. Staff welcome parents warmly and are available to speak to parents briefly each day. They arrange formal events to share information about children's progress. Staff have asked some parents for familiar words used at home in languages other than English. However, they do not keep these words readily accessible to use with the child in order to help communicate with them. Not all parents are familiar with their child's record of observation and assessment and a few files are missing.

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

Children can drink water at any time and they have water or milk and healthy foods at snack time, including fresh fruit, cucumber slices and brown bread and butter, which they thoroughly enjoy. Staff make sure that the children wash their hands well before eating. The nursery does not provide meals but parents send a healthy packed lunch for their children if they are staying after the morning session. From observation of the children arriving at the nursery, it is clear that they feel safe and happy. They hurry in to greet their teachers and share their news. They wave goodbye to their parents and carers with a smile and without tears.

The children are lively but well behaved. They get along well together and any disagreements are soon settled by the staff who remind the children to think about the needs and feelings of others. Children in both groups are helpful at tidy up time and know where toys are stored. Children sit quietly to listen to the staff at circle time and when activities are being introduced. Staff share stories with the children who listen attentively. The setting has an enclosed outdoor play area with artificial grass on which children can play and is used on a regular basis to support children's outdoor physical needs. During the inspection the children enjoyed a movement session led by a fitness instructor.

Older children are gaining an appropriate understanding of the sounds and shapes of the letters of the alphabet. They are involved in mark-making in preparation for writing at a later stage. Staff explain new words to the children, although they do not sufficiently support the development of vocabulary and understanding for those children who are learning English as an additional language. Staff involve children in sorting and matching activities and they count aloud together up to 10 and beyond. Older members of the group take a keen interest in building up unit

cubes which they match to pictures of trees, trains and castles and they count the cubes to find out how tall, how wide or how long each one is.

Children show a keen interest in their new battery operated toys and know how to make them work. These toys, and the newly installed computer, give children opportunities to develop their skills in early technology. Children's activities in early literacy, early numeracy and technology assist them appropriately in gaining the skills that they need for future learning. Children enjoy making models with construction toys. They become engrossed in painting colourful pictures on their easels and they happily paint their fingers and palms to press on to the paper. They freely explore the various media and find ways to make pictures according to their own ideas. However, staff are not always consistent in supporting the development of children's creativity. The observed adult-led art activities are often heavily directed and children are not given the freedom to experiment, mix colours or express themselves.

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?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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