

Peques Anglo-Spanish Nursery Schools

St. John's Church Hall, North End Road, London, SW6 1PB

Inspection date	25/06/2014
Previous inspection date	09/02/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Babies and children form exceptionally strong bonds and emotional attachments with their key persons, which ensure they gain a positive sense of well-being and belonging.
- Babies and children thoroughly enjoy their time at nursery. They are confident, self-assured, highly motivated and eager to learn.
- Children learn how to prepare their own food from an early age. They learn to eat healthily as staff provide delicious, attractive and nutritious meals which they choose and serve themselves.
- Children's communication and language are superbly well supported as staff teach them to speak in Spanish, English and Mandarin.
- Partnerships with parents and carers are exceedingly strong and they make an extremely important contribution to the provision of effective learning experiences for children.
- Security and safeguarding children are of paramount importance. The nursery has highly effective strategies in place to ensure that all children are protected from harm.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in activities indoors and outdoors.
- The inspector spoke with the owner, manager, staff and children.
- The inspector carried out joint observations with the manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled a range of documents including policies and procedures, staff suitability records, risk assessments and children's progress records.

Inspector

Jennifer Forbes

Full report

Information about the setting

Peques Anglo-Spanish Nursery School registered, as full day care, in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the upper room of St. John's Church in Fulham, in the London Borough of Hammersmith and Fulham. It operates from a main room that is divided into specific play areas with an adjacent room available for babies and a mezzanine floor used by pre-school children. Access to the nursery is via a flight of stairs. The nursery has access to an office, kitchen and toilets and there is an enclosed area for outdoor play. The nursery employs 19 members of child care staff, including the manager. Of these 14 hold appropriate early years qualifications at level 3 and above. The nursery employs a kitchen supervisor, cook, kitchen assistant, administrator and housekeeper. The nursery receives support from an early years consultant and employs a part-time teacher of Mandarin. The nursery also receives weekly visits from tutors in yoga, dance and baby massage. The nursery was awarded a Quality Improvement in Learning and Teaching (QUILT) quality assurance certificate in October 2010. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 85 children attending who are in the early years age group. The nursery provides funded early education for children aged two, three and four years. Children learn a variety of languages and Spanish, English and Mandarin are spoken throughout the day. The nursery also supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue with the exciting plans for the development of the garden area to provide even more interesting and stimulating activities to further enhance children's outdoor experiences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning and development is extremely well supported through staff's excellent knowledge of how children learn. This ensures that children's progress in all areas of learning is exceptionally well promoted. The confident and enthusiastic staff team work exceedingly well together. They are exceptionally well supported by their peers and by the senior management team. Staff have an excellent knowledge and understanding of the Early Years Foundation Stage. The quality of teaching is robust throughout the nursery. Assessments of children's starting points on entry to the nursery are shared with parents to ensure children make excellent progress from the beginning. Parents are encouraged to

observe their children at home and staff use these observations, alongside their own assessments, to identify children's next steps in their learning. Parent and staff observations are included in children's learning journals and these clear and concise records inform planning for individual children's development. Staff undertake the progress check for two-year-olds in partnership with parents to ensure children's ongoing development.

Outstanding progress is achieved by all children because staff use their secure understanding of individual children's needs to provide stimulating and imaginative resources to enhance their learning and development. An excellent balance of child-initiated and adult-led play activities provide children with plenty of challenge and encourages their natural curiosity to learn. Children are enthusiastic and highly motivated. They are eager to participate in the activities provided by staff and consistently demonstrate the characteristics of effective learning. For example, small children learn how to make a pizza from the beginning, proudly dressed in chef's hats and aprons. They mix flour and water and stir it together watching how the water makes the flour change in consistency. Children are exceedingly well supported to develop their communication and language skills as they learn in an exceptionally language-rich environment. They listen carefully to instructions spoken in Spanish. Their finer physical skills improve superbly as they squeeze and knead the dough. Their coordination develops extremely successfully as they scoop sauce and cheese with a spoon. Some children taste the ingredients as they construct their creation, learning about flavours and textures and how a meal comes together. Children enjoy the challenge of constructing a building with wooden blocks and boards. Staff stand by ready to support them as they lead their own play. Staff use sensitive questioning techniques to encourage children to think for themselves and solve their own problems. Children work exceptionally well as a team to build their construction and staff guide them by asking what else they could use. Children explore their well-structured play environment to find the imaginative resources they need to continue their task.

All children within the nursery, from babies to pre-school, have the chance to experience many different educational opportunities, from learning words and songs in Mandarin to dance and yoga sessions. Children with particular needs are extremely well supported within the nursery. Staff skilfully organise learning environments to suit children's individual needs. They easily capture children's interest as they set up activities matching colours and shapes in the outdoor environment. Children respond well as they compare the well-considered resources and they learn skills they will need for the next stage of their learning and school.

The contribution of the early years provision to the well-being of children

The highly effective key-person system ensures that every child forms secure bonds and emotional attachments. Babies and children exhibit high levels of self-assurance and confidence. They learn to share, take turns and cooperate with each other. Children's independence and confidence continually develops through making choices and decisions, with regard to their play. Staff follow children's lead and support them as they select their

own play resources. The vast range of resources are of extremely high quality and are accessible to children as they are stored at their level. Babies are cared for by kind, caring staff who monitor their every need. Their nappies are changed regularly with two staff in attendance to make sure the details are logged and shared with parents. Older children develop superb self-care skills as they independently address their own care and personal hygiene needs appropriate to their age and stage of development. They learn to wash their hands regularly and brush their teeth after meals.

Children are safe in the nursery. Fire evacuation procedures are practised regularly with children, so they know what to do should an emergency occur. Robust and clear risk assessment procedures are followed every morning to ensure the setting is safe and children are protected from any potential dangers. All babies and children settle well into the nursery because staff have an excellent understanding of their individual likes, dislikes, needs and care routines from discussion with parents. Children's behaviour is exceptionally good in the nursery as they are continually engaged in interesting and engaging activities. Staff are kind and caring and they are excellent role models as they lead by example. They use frequent praise and encouragement to raise children's self-esteem which encourages positive behaviour. Babies thrive on the individual attention they receive and enjoy cuddles and comfort in familiar and attractive surroundings. Attentive staff sing to babies and play with them. For example, babies enjoy games such as 'peekaboo' as staff disappear under transparent materials and they use a fan to blow bubbles into the room. Babies and young toddlers sleep well in the darkened room and they are safe as staff constantly monitor them as they rest. Staff provide a warm, welcoming, safe and stimulating environment where children thrive and are free to explore and use their imaginations.

Children's health is promoted by the provision of fruit at snack time and nutritious healthy meals. The kitchen supervisor and chef ensure that children receive the right proportions of nutrients to promote their good health. Babies learn to feed themselves and are praised for their achievements. Older children serve their own food and clear away after meals, learning skills for the future. Children with specific medical or dietary needs are safe because staff are extremely vigilant and ensure that children do not come into contact with foods that could harm them. Children plant vegetables in the indoor allotment and they learn about their food, where it comes from and how it is grown. Babies and children have frequent opportunities to play outside in the fresh air. They explore the large garden and search for creatures under the soil. They compare the bugs and worms they find with a chart made for the purpose. The nursery garden contains a host of enticing resources that promote children's learning across all areas. However, there is more scope for the nursery to enhance resources in the outdoor environment to extend children's learning still further to achieve exceptional results. Children who are moving to school are well-prepared. For example, they make hats for their upcoming graduation ceremony and they learn about school as they role play with uniforms which helps them to feel comfortable and ready for the next stage in their learning.

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

The setting has extremely robust systems in place to ensure that children are very well safeguarded. Staff regularly update their safeguarding knowledge through appropriate training and are fully aware of the nursery's policies and procedures. A 'policy of the month' is displayed in a conspicuous place to ensure that all staff are reminded continually of procedures they must follow. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme, which leads them through their first three months of employment. All staff are subject to the appropriate background vetting checks, including checks from abroad, which ensures that all adults working with children are suitable to do so.

Staff management is of a very high standard and a key strength in ensuring that all children's needs are successfully met at all times. All staff receive regular individual support, supervision and training. The management team are highly motivated and enthusiastic and have high expectations of themselves and their staff. As a result, all staff share a strong drive for excellence. The management team monitors the educational programmes and planning for children's development by regular observations of staff practice. They track children's progress and analyse any gaps in learning. Peer-to-peer observations are undertaken by staff to support each other's practice and to maintain high levels of consistency across the nursery. An early years consultant is present in the nursery to support staff and ensure that the very high standards of the nursery are maintained.

There is a strong self-evaluation process to which parents, staff and children actively participate. Clear, concise, focused and detailed improvement plans ensure that self-reflection and the continued development of the nursery remains a high priority. Partnerships with parents are exceptionally strong and parents feel very included and welcome in the setting. Parents are actively involved in their child's learning as their views, comments and ideas are sought through a variety of ways. Parents are required to attend two meetings per year with their children's key persons and they know they can come into the nursery at any other time to discuss their children's progress. Parents speak especially highly of the care, kindness and friendliness of staff. They are full of praise for the successful way their children are learning, with particular regard to their language development. Parents are particularly delighted that their children are learning two or more languages. Parents are additionally supported within the nursery through workshops and events to help them with the care and development of their children. Extremely effective partnerships with external agencies and other professionals are secured to support identification of any concerns that staff may have regarding children in their care. Staff are passionate about their roles. They are enthusiastic and highly motivated. Staff ensure that the areas they are responsible for are extremely well planned and resourced invitingly to encourage all children to take part. Highly successful staff deployment, along with strong adult-to-child ratios, ensures all children are supported in their play and their learning is extended and assured. All staff receive regular ongoing training, which is monitored to ensure it is effective and contributes to improvements within the nursery. The management and staff work very closely with local schools to support children to become familiar with teachers and the new environment before they move into school. A graduation ceremony is held at the end of the school year to support children who are moving on. Strong links are made with local schools, and visits are organised, to ensure

that children are prepared and ready for the next important stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY260137
Local authority	Hammersmith & Fulham
Inspection number	998133
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	85
Name of provider	Peques Leisure Limited
Date of previous inspection	09/02/2011
Telephone number	020 7385 0055

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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