

Azbuka Russian Nursery School

Inspection report for early years provision

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Inspection date

01/02/2011

Inspector

Jane Nelson & Carol Newman

Setting address

Church of St. John the Divine Hall, 18 - 20 Kew Road,
Richmond, Surrey, TW9 2NA

Telephone number

07810013042

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Azbuka Russian Nursery School was established in 2002 and is privately owned. It registered at the present location, within the premises of the Church of St John The Divine, in Richmond, Surrey, in 2007. Children have access to an enclosed outdoor play area. The nursery operates on Tuesdays, and Fridays from 9.30am to 1.00pm and on Wednesdays from 9.30am to 12.30pm, during term time.

The nursery is registered on the Early Years Register. A maximum of 20 children aged from two years to five years may attend the nursery at any one time. There are currently 17 children aged from two to five years on roll, some attend on a part-time basis. The nursery supports children with learning difficulties and/or disabilities and most children are bilingual in English and Russian. The nursery's main focus is to develop children's Russian and bi-lingual skills.

There is a team of five members of staff, including the proprietor/manager, who has an NVQ level 3 qualification, one member of staff has a Russian qualification, and one member of staff has a Latvian qualification, two other members of staff are unqualified but have relevant experience. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well known by staff and reflected in the organisation of the setting's environment and routine, which also reflects their home language, helping children to settle and feel secure. Positive partnerships with parents and carers are promoted well and result in good information sharing and parents and carers feeling reassured by verbal communication, in a language that is familiar to them. The required records and documentation are maintained and most contain the necessary information. Most requirements are met. The process of self-evaluation is not yet fully developed but is being used together with other methods to identify where future development is needed.

What steps need to be taken to improve provision further?

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

- ensure all aspects of the provision are included in the risk assessment, the record is clearly maintained and reviewed following any incident (Safeguarding).
- 17/02/2011

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

- develop systems to review and monitor all documentation ensuring it is unique to the setting and consistently well maintained
- review and monitor hygiene procedures for staff and children to promote children's understanding of healthy practices.

The effectiveness of leadership and management of the early years provision

Staff are well deployed and supervise children closely monitoring their safety. The required records of risk assessment are maintained and indicate they are reviewed. However not all issues that relate to the individual setting are identified, in particular, the clarity of the arrangements to monitor the security of an enclosed area within the premises, once children have been collected by parents at the end of the session. Staff are aware of possible causes for concern relating to child protection issues and understand their roles and responsibilities, and the procedure to follow, if concerns arise. Systems are in place to vet staff's suitability to work with children and staff are aware they cannot be left unsupervised, with children, until their checks are satisfactorily completed.

The proprietor's clear ethos for the setting, and strong commitment to promoting children's Russian language and supporting their bilingualism, is reflected in all aspects of the care and education the setting provides and the manner in which parents and carers are supported. This promotes good relationships with parents and carers, resulting in children settling easily and feeling reassured. Policies, procedures and general written information is provided in both Russian and in English. Parents praise the proprietor and staff, commenting on how well the staff interact with children, and the support provided to families. Parents state their children are very happy at the setting and comment on how well children are progressing and how their Russian language is supported. The proprietor is aware of the need to work in partnerships with other settings, such as, other pre-school groups, children attend.

Space is well organised to enable children to move around safely, make choices and help themselves to equipment and resources. The proprietor and the staff team set out and pack away the equipment and resources, at the beginning and end of each session. A varied selection of play materials and equipment are set out to invite and attract children's attention and exploration.

Children's developmental progress is recorded in their individual records. Regular observations are recorded in Russian and illustrated with photographs and descriptions. Children's individual next steps are identified and monitored through ongoing observations. Developmental records are shared regularly with parents. Staff know the children's individual personalities and preferences well and reflect children's favourites, such as, the mini beasts and animals, in the range of resources that are available.

The required policies, procedures and documentation are maintained and most contain the necessary information. However systems to review and monitor all

documentation, ensuring it is consistently well maintained, are not fully effective as on occasions parents have inadvertently signed in another section of the registration form.

The proprietor demonstrates a good commitment to ongoing improvement. Actions and most recommendations set at the last inspection have been addressed. Advice and ongoing support are received via the local authority and the proprietor has been involved in sharing her specialist knowledge relating to bilingualism with other providers.

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

Children are very happy, secure and enjoy their time at the setting. They are learning skills they will use in the future through their play and learning and the support they receive regarding their bilingual skills. Children benefit from the links built between their home environment and the setting, through the shared language and customs, helping them develop self-confidence. Children separate well from their parents and carers on arrival, greeting staff and excitedly rushing to see their friends, vocalising and greeting each other affectionately.

Older children recognise their name initial and choose this from a selection of lettercards displayed in the reception area, on arrival. Younger children are helped by staff, to choose a letter card with an illustration they like. Children immediately choose what to play with from the selection of play resources and activities set out. Some children decorate pre printed Chinese dragon faces, using crayons or glue and sequins. Children compare the colour crayons they are using, to colours in photographs relating to Chinese New Year celebrations. They discuss which colours are also in their own clothes and comment that there are a lot of men under the dragon in the photograph they are looking at. Children sort mini beasts, fish, animals and cars into different groups on a road mat on the floor. They are supported by a member of staff who sits with them making suggestions as they play. Children carefully place the animals in a line, and position the fish on a section of the mat illustrated as a pond. They concentrate and spend time sorting the toys into different groups and examining the different animals. Later children transfer the fish and a sea horse to the water tray, where, with a member of staff's help they put on their apron, remove beakers that are in the water and place the sea creatures in the water moving them through the water in a swimming motion. Children explore clay feeling, pressing, cutting and rolling it into different shapes. Children sit comfortably on cushions in the book area, and look at books independently, carefully turning the pages.

Children are learning from each other and work together during a small ring game, holding hands and following instructions. Individual needs are respected and children who choose not to take part in the larger circle time, continue with a drawing activity while observing from a distance. Children excitedly giggle and laugh when the proprietor uses a small hand puppet to say hello to each child in the circle, who then repeats the greeting.

Children behave generally well, they work together, socialise, listen to staff and each other. They are learning about procedures that keep them safe, such as, responding to the noise of the tambourine used by the proprietor to attract their attention, knowing they need to stand still and listen. On occasion, some children's excitement raises the noise level, affecting quieter children's ability to hear.

Children enjoy a planned outdoor play session in the small area at the rear of the building. They excitedly put on their coats, line up at the door, and have fun digging in the sand tray, rolling balls to each other and riding scooters and sit-on toys.

Children are learning to take responsibility for their own hygiene, for example they follow procedures such as, hand washing after using the toilet and before eating. Older children help themselves to tissues to wipe their noses and put them in the bin placed nearby. Although practices are not always consistently reinforced by staff, for example, staff do not wash their own hands, after, and in between using tissues to wipe younger children's noses. Children enjoy a lunch of rice, boiled eggs and vegetables linked to the Chinese New Year celebrations at the end of the session.

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?	2
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	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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