



Kingsmead Day Nursery

Inspection report for early years provision

Unique Reference Number	EY319348
Inspection date	17 May 2006
Inspector	Jacqueline, Ann Connell / Debbie Davies
Setting Address	Gordon House, Gordon Road, Winchester, Hampshire, SO23 7DD
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Registered person	Helen Gaskell
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kingsmead Day Nursery, Gordon House moved to its present site in 2006. It is an established day nursery and operates from a converted terrace property in the centre of Winchester, Hampshire. Children have access to a fully enclosed outside play facility. The nursery is registered for 50 children from birth to under eight years old. There are currently 103 children under five years on roll, including 35 who receive funding for early education. The nursery supports children with special educational

needs, and those who speak English as an additional language. It is open five days a week throughout the year. Sessions are from 08:00 to 18:00. Children attend for a variety of sessions. The nursery employs 15 members of staff. Of these, 12 have an appropriate early years qualification and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a firm understanding of good hygiene and personal care as they progress through the nursery. They learn that they must wash their hands before eating to prevent germs from spreading. Older children become independent in their self-care skills, for example, they take themselves to the toilet and then remember to wash their hands. Children's health is promoted because staff follow good health and hygiene procedures to minimise the spread of infection and follow appropriate hygiene routines when caring for babies and younger children.

Children learn to appreciate healthy food as they eat the home-cooked meals with relish and enthusiasm. Staff plan menus carefully in order to provide a balanced diet and include a variety of fresh fruit and vegetables. Healthy snacks also encourage children to develop good eating habits. The staff are aware of the children's individual dietary requirements and ensure these are respected. Meal times are happy, social occasions and children have time to eat at their own pace.

Babies and younger children feel secure because staff follow parents' wishes regarding their routine, in order to provide continuity. Provision is made for older children who need a rest and staff encourage all children to have a quiet time after lunch. Children's welfare is supported because all members of staff hold a first aid qualification and there are procedures in place to record accidents. Parents are fully aware of any accidents because they sign the completed records. Staff are aware of children's medical requirements.

Children benefit from daily opportunities to play outside in the fresh air. They enjoy a wide range of physical activities, which contribute to their good health and help them to develop a positive attitude towards exercise. Their co-ordination and large muscle control develops as they climb on the climbing frame and ride on the wheeled toys. Carefully selected equipment encourages the physical development of babies and younger children. Children have fun in the out-door environment as they go for walks and play games, such as hide and seek, with the staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel welcome in the bright, homely playrooms where the displays of posters and children's artwork make it an attractive and inviting environment. They develop confidence as they move around safely and freely in the well-planned playrooms.

Their safety is promoted because staff identify potential hazards through regular risk assessments and daily checks and follow good procedures to maintain a safe environment. The premises are extremely secure and staff monitor the front door to ensure only known adults have access to the building.

The nursery furniture and equipment is in good condition and meets the needs of the children. For instance, younger children have very low-level tables which means they can safely sit together for meal times. Children independently choose from the broad range of safe, stimulating and good quality toys and play materials. They access them easily since they are well stored to encourage self-selection. Children keep free from harm because the staff check the equipment regularly to ensure it is safe and clean.

The required procedures and documents are in place and understood by staff to ensure children's health, safety and welfare is promoted. For example, there are clear procedures for fire evacuation and for taking children out. All members of staff are aware of their professional duty to protect children and understand the child protection procedures, which ensures the children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter happily and quickly become involved in their play. They enjoy their time in the setting and respond well to the staff's support and encouragement. They become increasingly confident as they develop strong and secure relationships with the warm and caring staff who know the children very well. Their self-esteem grows when they are praised for developing a new skill, such as feeding themselves or completing a puzzle. Their language develops as a result of the relaxed, spontaneous interaction with staff who often sing rhymes and songs to the children. This helps to create a friendly and relaxed atmosphere.

Children play well together and enjoy one another's company. They take part in a broad range of activities, which support their development and learning and provide them with a wealth of new experiences. Young children benefit from the staff's increasing use of the Birth to three matters material, which helps to ensure all their developmental needs are met. Babies have many opportunities to feel and experience different textures, such as jelly, shiny materials and wooden objects. Toddlers enjoy painting and simple craft activities, for example, making a spider web using glue and glitter. They learn nursery rhymes and make music using a variety of instruments. Older toddlers engage in role-play games and have fun as they pretend to make tea or go for a picnic.

Nursery Education.

The quality of teaching and learning is good. Children are enthusiastic and very keen to take part in the good range of toys and activities that are available to them. Staff have a secure knowledge of the Foundation Stage. They provide a well balanced programme of planned activities that promote children's learning and allow them to progress through the stepping stones towards the early learning goals. The nursery

classrooms are organised into workshop areas linked to the curriculum making very good use of space, both inside and out. Records of children's progress show what the children learn, which enables staff to identify the next stages of learning. Staff manage children effectively using positive behaviour management. They show consistent interest and offer a high level of interaction with the children.

Children are learning that print carries meaning and is read from left to right. Many of the children take themselves off to the book corner for some tranquil time whereby they sit and read by themselves or with others. Children show good concentration skills as they listen avidly to stories during group time. Children use language well to negotiate and express their ideas. For example, when having their picnic they spoke about the food they wanted to take. This then led on to a long conversation about where to go for their picnic. Children listen with enjoyment and respond well to songs and rhymes as they enthusiastically take part in singing. There are good resources available for children to self-select writing implements, such as pens, paints and brushes. They select these with confidence and enjoy making marks on their paper. However, there are limited opportunities for children to link sounds to letters and use their phonic knowledge to write simple regular words.

Children relate confidently to each other and to adults. They co-operate with one another and share their toys and resources well. Children are enthusiastic and eager to participate in the activities provided, for example, when a member of staff calls the children into the 'Discovery' room to complete a specific task, or to use the computer. They show good independence by helping to sweep up the sand and put on their coats and shoes. However, staff do not always allow children to be fully independent as they often complete tasks for them that they can clearly undertake for themselves, for example, at meal times. Children behave very well and respond to requests for good behaviour. They understand the rules within the setting and abide by them. This ensures good relationships and harmony.

Children show a good awareness of space and movement through structured activities, such as ballet. Staff provide children with a good range of activities to develop their manipulative and fine motor skills. Many of the children are able to control a range of tools including the mouse on the computer independently. They access and use scissors, paintbrushes, glue sticks and pencils well. Children have good opportunities to develop their physical skills by playing in the garden. They enjoy basketball, kicking and catching balls. They are also very competent when using the climbing frame, seesaw and trampoline, which help to develop their balance and co-ordination.

Children have a good knowledge of mathematical concepts. They confidently use mathematical language and problem solve through planned and spontaneous activities. Children have the opportunity to use tills, coins and calculators in everyday play. Most children say and use number names in order and can count reliably up to 10.

Children can express and communicate their ideas, thoughts and feelings by using an excellent range of creative materials, which they can easily access for themselves. They are encouraged to use their imagination in a variety of different ways, such as free style painting and collage. They become totally absorbed in their

role-play and enjoy dressing up.

Children use a range of tools and equipment to explore their surroundings. They look at snails that they have found in the garden through magnifying glasses. They explore the use of binoculars, magnets and torches through planned and spontaneous activities. Children learn about different beliefs through topic work, such as houses and homes and other countries and religious festivals. French lessons broaden their understanding of other cultures.

Helping children make a positive contribution

The provision is good.

Children feel happy, valued and respected because the staff have a good understanding of their individual needs and ensure all children are included. Those with special needs are fully included in the life of the nursery because staff work closely with their parents, provide appropriate resources and actively seek advice from other professionals in order to offer good support.

Children play together harmoniously. They learn to show consideration and respect to one another as they share their toys and take turns. They behave well because they understand the ground rules for behaviour. Skilful observation and sensitive intervention by staff means that behavioural problems rarely arise. Children's self-esteem grows as they respond to praise, for instance, when they are kind or help with clearing up after an activity. Their independence increases because they choose their own activities and older children decide for themselves when they need to use the toilet. Children learn to respect people in the wider world through a wide selection of resources, which reflect diversity, and a variety of planned activities. These include celebrations of festivals, such as Chinese New Year and Easter.

Children's spiritual, moral, social and cultural development is fostered. They show wonder, for example, as they examine some of the creatures who live in the world around them, such as when they watch snails moving. They are caring towards one another and begin to understand the difference between right and wrong. Children engage in conversation spontaneously with both adults and other children. They learn about different cultures when they do a topic about St David's Day or play with the fuzzy felts, which include figures from other countries.

The partnership with parents is satisfactory. Staff develop a friendly, working relationship with parents. They share information through regular newsletters but do not make the information about the policies easily accessible to parents. This means some parents do not fully understand the nursery procedures. For example, they are unsure of the complaints procedure or how staff manage behaviour. Parents of younger children receive a daily record sheet, which describes their child's routine and activities. There is a brief verbal exchange of information when older children are collected, but limited opportunities for further discussion. Parents are invited to make an appointment, or ask to see a member of staff, if they have any concerns or questions about their child's progress.

Information about the Birth to three matters material is on display in the entrance hall.

There is a notice board giving details of the Foundation Stage and the children's weekly activities in the funded education classroom. However, since very few parents collect their children from the classroom, the majority do not see this information, or their child's play environment. Therefore, parents' opportunities to become fully involved in their child's learning are limited.

Organisation

The organisation is good.

Children feel at ease in the environment, and with the staff, and are therefore confident to initiate and extend their own play. The familiar routine and well organised space helps them to feel secure. However, the arrangements for the arrival and collection of children are not effective. Most children leave their coats in the entrance hall where the handover to staff takes place. This makes this area very congested at the beginning and end of the day, when the majority of children come and go. This is not a pleasant experience for children and parents miss an opportunity to visit the children's playrooms.

Staff work to the correct ratios so that children are well supported at all times. Good procedures are in place for the recruitment and induction of new staff. Staff work together very well and changes of staff are infrequent. This means children have extremely good continuity of care. All staff undertake training to ensure their knowledge and skills are up-to-date. The required record keeping systems and policies and procedures are in place and used effectively to promote the health, safety and welfare of the children.

Leadership and management is good. The manager has a very active role in the running and organising of the daily programmes. She works well with her lead staff and, as a team, they support and motivate each other well. Good leadership is evident through the clearly defined roles of the deputies and room supervisors. Staff have annual appraisals and management show commitment to the professional development of their staff by providing opportunities for in-house and external training. Managers continually monitor the delivery of the Foundation Stage curriculum to ensure children are achieving and progressing well. The registered person is very committed to providing children with high quality care and learning. She works very closely with the manager and staff in order to achieve this.

This means the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase opportunities for parents to visit the playrooms and receive information about the policies and procedures, the Foundation Stage and their child's progress through the stepping stones of learning [also applies to Nursery Education]
- improve the arrangements for the arrival and collection of children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop opportunities for children to link sounds to letters and use their phonic knowledge to write simple regular words
- increase opportunities for children to become more independent at meal times

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk