

Kings Road Nursery, The

Inspection report for early years provision

Unique Reference Number	EY224972
Inspection date	20 March 2007
Inspector	Jennifer Devine / Jane Nelson
Setting Address	92 Kings Road, Richmond, Surrey, TW10 6EE
Telephone number	0208 948 8853
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Registered person	Richmond Nursery Partnership
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 satisfactory. 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?

The Kings Road Nursery is run by jointly by private providers. It opened in 2002 and operates from three main rooms in purpose built premises in Richmond, in the London borough of Richmond upon Thames.

A maximum of 40 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00; all year round, except for Bank holidays. There are currently 70 children from three months to five years on roll. Of these, 24 children receive funding for early education. The setting currently supports children who speak English as an additional language. There are currently no children attending with learning difficulties/and or disabilities.

The nursery employs fourteen members of staff. Of these over half the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a healthy diet, they enjoy well presented and nutritious meals which are freshly prepared each day. Babies are offered the same foods which is puréed or mashed according to their needs. Babies receive support from staff who encourage them to hold their spoons to feed themselves. Older children have some opportunities to develop their independence at meal times when helping themselves to seconds or when pouring a drink of water. Although the older children sit together at tables to make mealtimes a social time the noise level in the dining area is often high, resulting in some children feeling overwhelmed and upset.

Children develop an awareness of the benefits of keeping healthy through effective hygiene practices and routines. They have an understanding of why it is important to maintain their health by ensuring they wash their hands before eating. There are written policies in place detailing the procedures for managing sick children, accidents and medication which promotes children's overall welfare.

Children have good opportunities to gain physical skills, through daily access to outdoor play. They climb, balance and move over and under equipment. They are learning to navigate space and steer, when riding tricycles and pedal cars in the garden. Children enjoy jumping and stepping, from one colour to another during an indoor game with large coloured discs. Children's fine motor skills are encouraged well, for example they use equipment such as pencils, scissors, cutlery and navigate the computer mouse with confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The staff provide a warm welcome to the children and parents who bring their children into the nursery to settle them into their appointed rooms. The setting is clean and well maintained and attractively decorated with displays of children's artwork. The children are generally confident and comfortable in the nursery environment and are supported well by staff.

The nursery is well equipped with appropriate furniture and resources which are safe, clean and well maintained. The nursery rooms have designated areas for table top activities, comfortable cushioned areas for relaxing in and a separate area for creative, messy play. There are some smaller rooms away from the main areas where older children can concentrate and focus on particular learning skills such as for group work and discussions.

There are good security precautions in place, such as an intercom system on the front entrance. Children practise regular fire drills which helps them to gain an understanding of fire safety issues. Children's risk of accidental injury is minimised as effective use is made of the risk assessments to minimise hazards, for both inside and outdoors. However, there are times when children are not always fully supervised. For example, staff do not supervise children sleeping on mats in a separate room and they can get up from the mats without being noticed. Also, children under two years have access to the older children's room and this compromises their safety.

Staff have a secure understanding and knowledge of child protection issues; they are aware of the signs and symptoms of child abuse and know the reporting procedures to follow if concerned.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy their time at nursery where they acquire new knowledge and skills in a supporting and stimulating environment. Staff working with children under three use the Birth to three matters framework generally well and plan exciting and varied activities to encourage children to explore and investigate. However, staff have not developed an effective system for observations, recording of children's development and their next steps of learning. Young children thoroughly enjoy joining in with favourite songs such as 'row, row, row your boat' and clap with excitement and joy when they scream loudly at the end of the song. Children separate from their parents happily and have close relationships with staff who know them well. Babies or young children are confident to explore their surroundings, choosing toys to experiment with and then returning to the staff for cuddles and reassurance. Younger children feel secure and grow in confidence because of the continual interest and warmth shown to them by staff.

Children over two years do not always have their needs fully met within the room. This is due to poor organisation of space combined with the large numbers of children in one area. For example, the noise level often becomes unbearable and children cover their ears and shout 'it is too noisy'. Although this does not have an effect on the quality of teaching for the funded children it does impact on all the children's overall welfare in this room, particularly for children who are developing in their confidence and self assurance.

Nursery Education

The quality of teaching and learning is good.

Staff demonstrate a good understanding of the Foundation Stage curriculum by the planning, organisation of interesting activities and experiences for children. A broad range of experiences, such as 'show and tell', and small group times are well planned and implemented, generating children's excitement and interest. Staff interact very well with children, using constant language, questioning and giving clear explanations. The environment is well organised and resourced, encouraging children's learning. The curriculum is extended well into the outdoor area, providing children with choice about where to play and what equipment to use. Children's development is recorded and used to influence planning. However, children's next steps for learning and how they will be supported in achieving these are not identified.

Children are making good progress in all areas of learning. They are excited, interested and motivated to learn. Children respond excitedly, when asked if they want to do 'show and tell', rushing, to help a member of staff get their show and tell objects. Children participate fully and enjoy small group times with a member of staff. They talk excitedly and learn to listen to each other and be interested in what others have brought to show. They concentrate and take turns during a domino game, and patiently wait for each other. They have lots of opportunities for mark making and confidently use pencils and crayons. They know the first letters of their names and some children write letters confidently. They enjoy stories, and look at books independently, sitting on cushions in the book area. Well planned small group activities encourage children to speak in a group and listen to each other.

Children have good opportunities to use and understand numbers and mathematical concepts in everyday play. They use numbers and mathematical language confidently, for example counting each other while waiting to move to another room and talking about how many

children there are. They use word like 'millions' when describing how many jumps they will do. Children's understanding is reinforced through well planned and structured activities such as a game of large dominoes, when they match corresponding number dominoes to each other.

Children are gaining an understanding of the world they live in. They talk about everyone coming from different countries and discuss who has visited different places. They learn about information technology and how things work by using equipment such as a 'roamer' and the computer, which they operate confidently. They talk to each other on telephones and talk about pressing the button which makes it louder.

Children have many good opportunities to use their imagination through well resourced role play. They wash up, using soapy water and a sponge, in the home area and talk about cooking and what they will eat. They investigate a range of textures when handling natural objects such as fir cones, rolling out play dough and using cars and tractors with paint on their wheels to make prints.

Helping children make a positive contribution

The provision is good.

Children's behaviour is of a good standard and appropriate for their ages. They have a good understanding of the boundaries and behavioural expectations of the nursery. They play well together, sharing and taking turns.

Children learn about themselves and the wider world through acknowledging various festivals and by being provided with a range of resources that reflect positive images of diversity. This positive approach fosters children spiritual, moral, social and cultural development.

The setting has a clear understanding of the needs of children with learning difficulties and/or disabilities. There is a special educational needs co-ordinator worker present who would be designated to work with children, parents and outside agencies.

The partnership with parents is good. Staff welcome parents into the setting and have established effective communications to keep parents well informed about their child's progress. Information is available on the notice boards regarding the curriculum and the day to day activities the children are involved in. Parents' meetings are held regularly to discuss children's developmental progress and to share written reports. Parental questionnaires are frequently given out to parents to make comments or suggestions for improvements.

Organisation

The organisation is satisfactory.

There is robust recruitment and vetting procedures in place for employing new staff and evidence is kept of checks carried out on them. Over half the staff working with the children hold appropriate early years qualifications. However, not all the managers hold appropriate qualifications as required under the National Standards. The leadership and management of the setting is satisfactory. The setting is well resourced with a good range of play materials and equipment to promote children's learning. Staff have access to training to increase and update their knowledge and are supported through regular staff meetings, appraisals and support from the local authority. The overall organisation and deployment of staff, for children, receiving educational funding is not fully effective. This is due to one member of staff having sole responsibility for all the planning of the curriculum and maintaining children's developmental

records together with additional responsibilities relating to the children's care. The organisation of the room layouts and grouping of children is not managed well. The grouping of the two to five year olds is too large and this impacts on the noise level and hinders space within this room.

All records, policies and procedures which are required for the efficient and safe management of the provision and for the children's well being are in place.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, the nursery has made improvements of the care and education children receive. The programme for knowledge and understanding of the world has improved and children have opportunities to explore a range of malleable materials such as paint or corn flour and examine living features in the environment.

The programme for mathematical development now ensures children use mathematical language in their play and use their mathematical knowledge to problem solve when playing games.

All records relating to the children are now accurately maintained and shared with parents to keep them well informed. This ensures a good partnership with parents and maintains children's safety. All cleaning products are now inaccessible to children. There has been some improvement with the deployment of staff but this continues to require input to ensure all the children's needs are fully met at all times.

Complaints since the last inspection

Since the last inspection there has been one concern raised under National Standard 2: regarding the ratios of children to staff not being met. Ofsted made an unannounced visit on 14/07/04, where it was found the nursery was meeting the required ratios. However, the attendance register was inaccurate and a recommendation was raised to ensure the attendance record is accurately maintained. The provider remained suitable for 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.

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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):

- ensure all supervisors hold a level 3 qualification
- ensure children are supervised and monitored at all times
- define the individual management responsibilities to improve the effective deployment of staff to ensure all children's needs are fully met at all times.

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):

- continue the development of systems to record children's development and ensure they identify the next steps for learning (applies to care also)
- improve the organisation of the key worker system regarding nursery education to ensure it is effective.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk