



Crown Kindergarten

Inspection report for early years provision

Unique Reference Number	138205
Inspection date	10 January 2006
Inspector	Linda Close
Setting Address	Coronation House, Ashcombe Road, Wimbledon, London, SW19 8JP
Telephone number	0208540 8820
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Registered person	Crown Kindergartens Limited
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Crown Kindergarten originally opened in 1974 and it is privately owned. The nursery has recently been taken over by younger family members of the original owners and is undergoing complete refurbishment. It operates from a single storey building located in a residential area of Wimbledon in the London Borough of Merton. The nursery premises include a main playroom, offices, a kitchen, a utility room and toilet facilities for children and staff. The children also have direct access to an enclosed

outdoor area with soft and hard surfaces for all weather play. The provision predominantly meets the needs of the local community.

There are currently 25 children from 1 year to under 5 years on roll. This includes 12 three and four-year-old children who are in receipt of Nursery Education Grant. Children attend a variety of sessions both full and part-time. The setting currently has no children with identified special educational needs. Four children are learning English as an additional language.

The nursery is open every weekday throughout the year from 08:00 to 18:00. A cook and four members of staff work with the children. Additional staff are employed to maintain correct ratios of adults to children at all times. Most of the staff have early years qualifications including National Vocational Qualifications in childcare and early years education to level three. A team of two music teachers visits the setting each week to work with the children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is safeguarded well in the nursery. Younger children's nappies are changed with scrupulous attention to good hygiene. Children are not exposed to the unnecessary spread of infection because parents know they must keep children at home if they are unwell. Trained first aiders are present at every session to care for the children. Toilets, floor surfaces and table tops are cleaned and disinfected throughout the day. Children learn about good hygiene through being encouraged to wash their hands before eating, after messy play and after using the toilet facilities. Medication is only administered by staff with written permission and instructions from parents. Medication records are kept although a few of the records lack sufficient detail.

Children's meals are freshly prepared each day in a clean, bright kitchen. The children's meals are varied, nutritious and appetising. They eat hungrily and clearly enjoy their food. They have suitable drinks at mealtimes and free access to drinking water at all times. Children's individual dietary needs are carefully met because the cook and all members of staff are fully informed about any allergies or parental preferences in relation to what the children should eat or drink.

Children have daily opportunities to play outside in the fresh air in an attractive play area. They play healthy, energetic games with wheeled toys and small equipment. Children also benefit from valuable physical development sessions indoors which include music and movement activities provided weekly by visiting specialist teachers.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe in the nursery because the building is secure. The outer door is kept locked at all times and all visitors are observed before entry is permitted. The accommodation is currently undergoing an extensive redevelopment programme that has been carefully planned. No work takes place when children are present to ensure their safety. Children are cared for in a clean, newly decorated playroom. The rooms are kept at a pleasant, even temperature so that the children are comfortable. An area has been set aside for the youngest children to play and rest. This provides a safe haven for them away from the busy areas used by older children. Window blinds are used well to dim the light so that children can relax and sleep after lunch. Toilet and nappy change facilities are clean and pleasant for the children to use. Children enjoy outdoor play in a newly refurbished outdoor area. This area is securely enclosed so that children can play safely. Staff check the outdoor area before taking children to play there. However, parasol bases that await removal are a hazard that has been overlooked.

Children play safely with toys and resources that are checked and maintained in good condition. Furniture is the correct height for children to play and eat in comfort. Risk assessments are used appropriately to enable staff to identify and remove risks or hazards to children. However, the utility room door is not secure enough to ensure that children cannot gain access to this area where laundry is done.

Children are safeguarded in relation to child protection issues because staff are well informed. They know what signs or symptoms suggest ill-treatment and know what to do if they are concerned for the welfare of the children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children in all age groups are happy and confident in their play. They settle well into activities and benefit from following an established routine which helps to make them feel secure. Babies and toddlers are cared for very well by their keyworkers. They are cherished and closely accompanied at all times to enable them to feel safe in the setting, particularly when they are new to the nursery. They are encouraged to play alongside the older children for part of the day as well as enjoying good learning opportunities with their own group. Younger children benefit from the staff's knowledge of the Birth to three matters framework. Their activities are chosen to develop their self-expression, their speaking and listening skills and their ability to enjoy the company of other children. Staff promote independence very sensitively at meal times.

Nursery Education

The quality of teaching and learning is satisfactory. Keyworkers plan and deliver an acceptable range of activities for the three and four-year-olds. However, staff currently working with the older children have not attended recent training to help them to develop their work with the children. Activities are appropriate and well organised but they are not always planned to help the children to make the best progress. The children's achievements are recorded and useful examples of their work are kept but the next steps in children's learning are not often identified for

future use in planning.

Children are well behaved in the nursery because the staff give firm but discreet guidance and they are good role models. Children are polite, independent and helpful. They choose toys for themselves, put them away efficiently and say please and thank you without prompting. They are learning to share and take turns through worthwhile activities such as playing table top games in groups. The children are interested in their games and puzzles and are content to complete them on most occasions although they are occasionally distracted when staff are called away for management duties. The older children are kind and careful when the younger groups are sharing their play area.

Children enjoy story time and they have good listening skills. However, the books used for group stories are too small for them to see easily. Staff do not always help children to explore the sound of rhyming words and the meanings of words. The nursery has a good selection of books for children although refurbishment work has resulted in the reading area not being arranged at present to attract children to enjoy books. Some activities encourage children to look at letters of the alphabet and to explore and use mark making materials but there is not enough emphasis on mark making overall in daily play. Some children can write their names but they are not reliably asked to label their own work which is a missed opportunity for them to exercise their skills.

Worthwhile activities about other cultures and festivals expand children's knowledge of the world around them. For example, they have eaten Chinese food with chopsticks, enjoyed traditional dancing and made clay lamps at Divali. Photographs show the children eagerly exploring a fire engine and learning how to direct a jet of water with a fire hose. The fire officer's visit, and a visit from police officers, add an exciting dimension to the children's learning about the work of adults. Children use battery operated toys freely to find out what happens when the buttons are pressed.

Some children are gaining accuracy in counting aloud from one to five or one to ten and some recognise numbers when playing games. Children show a clear understanding of words that describe size. For example, they use terms such as small, medium and large confidently and correctly when finding props and acting out The Three Bears story. However, there are many missed opportunities for learning across the nursery day. Staff do not always recognise and reliably use practical play and daily routines to challenge or extend children's learning about number recognition, counting and calculation.

Outdoor play activities are a valuable part of the daily provision for children. They pedal fast, go forwards and backwards confidently and steer their bikes competently. Children use scooters with fluent well controlled movements. Their hand/eye coordination is developing well from using bats and balls in play. Indoor activities are also worthwhile. Children learn to balance along beams and they find ways to move along obstacle courses. They enjoy music and movement activities every week with visiting specialist teachers. These worthwhile sessions encourage creative responses to music and give good opportunities for music making. Displayed art work, and examples of creative work in children's files, show that they use a good range of resources. They handle glitter, paint, ribbons, clay, glue and other materials.

However, the activities are largely adult directed rather than child initiated. The children do not have sufficient free access to materials to explore and use them in their own way.

Helping children make a positive contribution

The provision is good.

All children in the nursery are treated with respect. Staff take the trouble to find out about their home backgrounds. They know which children are learning English as an additional language and are aware of their level of understanding. Children are supported well and are gaining fluency. Boys and girls are given equal access to all activities. All children learn to share and take turns fairly. Multi-cultural activities ensure that children's knowledge and experience of diverse people is extended well. Children's spiritual, moral, social and cultural development is fostered.

Well trained staff have a secure knowledge of how to support children who have special educational needs although there are none in the setting at present. The nursery policy for behaviour management is appropriate but does not mention bullying. However, in practice the children are happy and well behaved. They are soon distracted if they get into mischief. They are learning to consider the needs and feelings of others.

A good partnership has been established with parents and carers. Staff and parents share important information at registration to ensure that children are cared for as parents wish. Policies and procedures are made available to parents together with informative notices displayed in the entrance area. Parents are welcome to stay and settle their children in when they first join which benefits both children and adults. Parents are also invited to social events and to discuss children's progress with the staff. Newsletters keep parents fully informed about the exciting new developments that are taking place at the nursery.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. There are appropriate procedures in place to check the suitability of staff who work with children. Indoor and outdoor space is well organised in most respects to ensure that children have a safe and suitable environment for their activities. The new owners of the nursery have exciting plans for extending and refurbishing the setting. They have planned meticulously with the manager to ensure that work does not take place when children are present, to ensure children's safety.

The organisation of the staff ensures that children can establish a settled relationship with the adults who care for them which helps them to feel secure. The manager plans ahead effectively to ensure that there are sufficient staff working with the children at all times. Teamwork ensures that children are never left unsupervised. However, there are a few occasions when staff are distracted from their work with the

children for brief periods to answer the phone.

Suitable induction procedures enable staff to become familiar with the setting. Regular appraisals take place to enable the manager to assess the strengths and weaknesses of the staff. Useful training courses are identified to enable staff to develop their work with the children. However, not all staff have been active in their professional development, which has limited the ongoing development of the educational provision at the nursery for mathematics, communication, language and literacy and creative development.

All of the necessary documents are in place to enable the smooth running of the setting. Accident and attendance records for children and staff are carefully recorded. Medication records are suitable and largely complete although a few lack detail. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Seven recommendations were made at the last care inspection. Staff agreed to ensure that a trained first aider is on the premises at all times. Trained first aiders are always present now which helps to keep the children safe at all times. Staff agreed to devise and implement a confidential system of recording any incidents and this is now in place. The child protection policy has been revised to include a procedure to follow if an allegation is made about a member of staff. These improvements in documentation and record keeping aid the smooth running of the nursery for the children.

Staff agreed to ensure good hygiene practices regarding toileting. Children are always supervised and they wash their hands after using the toilet which helps them to learn about good hygiene. The new cook has attended a Food Hygiene course as agreed and she is aware of and complies with Environmental Health requirements which helps to safeguard the health of the children. The first aid box and its contents now comply with Health and Safety (First Aid) Regulations which contributes to the children's good health. Staff agreed to ensure that resources relating to equality form part of the integral play equipment. Toys, books and dressing up clothes are used by the children in their daily play which adds breadth to their activities.

At the last education inspection staff agreed to raise their awareness of the foundation stage to support their work with the older children. Staff working with the older children have not increased their awareness of the foundation stage sufficiently in all areas. Aspects of the provision for knowledge and understanding of the world have improved. Children now enjoy activities that raise their understanding of a range of cultures and beliefs. However, staff do not provide children with sufficient opportunities to make marks. Children do not have enough free access to art and craft resources to explore and develop their own creative ideas. Activities in mathematics are suitable but do not always challenge the children and help them to make the best progress.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. 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 satisfactory.

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 that the nursery policy about behaviour management includes bullying
- ensure that management tasks do not distract staff from their work with the children
- ensure that the children cannot access the utility room and that there are no hazards in the outdoor area
- ensure that all medication records are correctly completed

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):

- improve the provision for communication, language and literacy through improving the reading area, providing more stimulating opportunities for mark making and by raising children's awareness of letter shapes, letter sounds and rhyming words
- make better use of the information gained from observing and recording children's achievements, particularly in mathematics, through using the information to plan further activities that will challenge the children and help them to make progress
- ensure that a good range of materials for creative development is available for the children to explore and use independently.

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