

Kingston Day Nursery

Inspection report for early years provision

Unique Reference Number	141837
Inspection date	29 February 2008
Inspector	Lorraine Sparey
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Registered person	Milton Keynes Council Learning & Development
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?

Kingston Nursery opened in June 1992 and is managed by Milton Keynes Council. The nursery is

situated close to a shopping and community centre in Kingston an area within Milton Keynes. Children are cared for in age appropriate rooms with their own outdoor play area.

A maximum of 60 children may attend any one time and there are currently 65 children on roll, of these 32 are in receipt of nursery education funding. The nursery opens Monday to Friday, 08:00 to 18:00. Children who attend come from a wide area, and attend for a variety of sessions. The nursery supports children with learning difficulties and/or children with disabilities, and children for whom English is an additional language.

A team of seven staff work directly with the children, all of whom are qualified in early years. The manager has recently completed a Foundation degree. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and well-being is effectively supported. They benefit from healthy and nutritious food provided by the nursery. Children's dietary needs are taken into account and parental wishes with regard to baby milk and food. Children throughout the nursery eat well and are encouraged to have second helpings if they wish. They enjoy good varied options such as roast dinners, meatballs and rice, and a variety of fresh fruit at snack time. A four week menu is displayed to ensure that parents are aware of the choices offered. Babies' feeding and home routines are closely followed to ensure consistency in their care.

Children follow generally good hygiene practices. Older children confidently talk about when and why they wash their hands. They often sing a song to remind them. Staff throughout the nursery are positive role models and wash their hands at appropriate times. Appropriate resources such as liquid soap and paper towels support children's independence. At times, children's understanding of supporting their own health is not fully promoted. Children with runny noses are not always encouraged to get a tissue, blow their noses and dispose of it appropriately. Staff implement effective nappy changing procedures to reduce cross infection and ensure that children are comfortable at all times. A range of documentation is in place to support children's health and general well-being. Parents are given information on accidents and administering medicine such as Calpol to reduce children's temperatures. However, there is no specific written consent for the seeking or administering of emergency medical advice or treatment. All staff are trained in first aid and additional training such as administering an Epi pen and appropriate first aid boxes are available. This means children are supported in the event of having a minor accident.

Children have good opportunities to exercise and play in the fresh air. Older children visit the gym on a regular basis and practise their physical skills including trampolining. They are given the opportunities to work towards bronze, silver and gold awards. Each play room has their own outdoor area which has a safety surface allowing the area to be used in various weathers. Blinds are provided in the summer to provide shade. Children use a wide range of resources to support their play, such as sit and ride cars, tricycle's, climbing frame, balls, hoops and a playhouse.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and well maintained environment. All the required safety equipment is in place in all of the playrooms. Staff place a high emphasis on safety and children are supervised throughout the day. Staff provide children with good explanations of how to keep safe. For example, when children are going outside to play staff explain about not using the slide initially as some of the children will be using bikes and balls. They explain that they will change the activities allowing children time to use the climbing equipment safely. Older children are beginning to take responsibility for their own safety. A four-year-old reminds a younger child that the slide is not for climbing on. An adult reinforces saying 'That's right it's for sliding down'. Risk assessments are completed on a regular basis and used to minimise risks to children. However, the ivy in the garden has not been correctly identified and poses a risk to children. Effective registration systems throughout the nursery ensure that a clear record

is kept of who is on the premises at any one time. Regular fire drills help children to understand how to evacuate the building quickly and safely in the event of an emergency.

Children are able to choose from a wide range of toys and equipment throughout the nursery. Staff working with the babies and younger children frequently change the toys to maintain children's interests. Effective procedures ensure that toys and equipment are clean and well maintained. Baby equipment is thoroughly cleaned after use.

Children are safeguarded from harm and neglect because staff demonstrate clear understanding and knowledge of possible signs and symptoms of abuse. All staff attend training on a rolling programme. A clear and detailed child protection policy ensures that parents are aware of the staff roles and responsibility in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children confidently separate from parents and carers as they come into the nursery. Staff warmly welcome children and their parents, helping the children to settle into their chosen activities. Children are developing good relationships with their peers and staff. A two-year-old shows obvious enjoyment as their friend arrives. They quickly go over to welcome them. Both children smile before going off to play together. Staff plan and provide a wide range of activities specific to each age group. Babies enjoy exploring shaving foam with their fingers and painting on a Perspex screen. They experiment making patterns with the paint. They show fascination as they paint using their fingers and paintbrushes. Good staff interaction and support encourages children to try new activities. Other children in the nursery enjoy growing cress as part of their theme 'Seasons'. Children freely select from a wide range of age appropriate resources. Children enjoy pretending to be hairdressers. A two-year-old tries to curl a member of staff's hair with play tongs. The member of staff extends the play by suggesting the child might like to wash and shampoo their hair. Other children join in. Children show good levels of concentration as they persevere until they are happy with their achievements. For example, a two-year-old spends considerable time completing a puzzle. A three-year-old tries to bounce on a large ball in the garden. They fall off several times and quickly sit back on it to try again. After 10 minutes they master the skill and run off to tell a member of staff. Staff plan and provide a wide range of activities specific to each age group. Children's emotional health throughout the nursery is well supported. Staff provide good levels of support and cuddles throughout the day. Regular observations are carried out on all children including the babies to ensure that they are progressing in their development and learning.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage curriculum. Plans are clearly linked to the areas of learning and individual stepping stones. Staff plan on a monthly basis to ensure that individual children's needs are incorporated. Children's observations and assessments are completed frequently to ensure that staff can use the information effectively to plan the next steps in children's learning. Effective teaching methods such as open-ended questioning and providing a stimulating and accessible learning environment are used to help the children progress. However, the outdoor area is not fully utilised as a learning environment because it is only used at specific times, for example 30 minutes in the day. Permanent nursery staff work well together as a team and support relief staff by explaining what they would like the children to gain from activities. Children with English as an additional language are supported. Staff use photographs, gestures and keywords

in the child's own language. There are appropriate procedures in place to support children with special needs. These include close liaison with parents and other professionals in order to help the children reach their full potential. The playrooms provide a rich learning environment where children can freely access a wide range of resources. Staff have labelled the boxes to promote children's choices.

Children are making good progress in their learning. They are motivated and interested in the activities provided. A three-year-old excitedly asks 'please can I make a rainbow' they quickly put on their apron and listen intently to the instructions. Children are developing good relationships with their peers and with the adults. Children play together cooperatively building a complex train track, and playing with the small world play. A three-year-old passes a zebra to another child. They automatically say 'thank you'. Children are independent in their personal skills and display good manners at the dinner table. Children's language is developing well. They confidently engage in conversation with their peers and the adults. A three-year-old uses their imagination when playing with the sand. They tell an adult 'I've got a baby spider and its mummy spider wants it to go to sleep'. They use their fingers under the sand pretending that they are spiders. They carry on the conversation developing a story and invite the adult to join in their play. Children are beginning to make marks and some children are able to write their own names using a variety of materials such as chalks, sand and pencils. The majority of children are able to recognise their names on their coat pegs and on displays. Children enjoy listening to well read stories and are confident to join in.

Children have many opportunities to develop their imagination. They use the well resourced role play area to pretend to cook food and act out familiar roles such as mummies and daddies. Children confidently recognise colours and explore with different colour paints what happens when you mix them. Children are encouraged to paint their own ideas in addition to the structured activities such as using their handprints to make butterflies. Children are learning about shapes and can confidently identify various shapes such as square, circle, rectangle, diamond and heart. They correctly identify shapes within the environment. For example, after discussing shapes and colours during an activity a child says 'I've got a heart, I'm sitting on it' pointing to a heart-shaped cushion. Children have many opportunities to count the numbers of children, numbers of cars and during number rhymes. Several children enjoy talking about numbers that are significant to them. For example, several children complete puzzles with numbers on them, correctly identifying and matching numbers. A four-year-old points to the number three saying 'I was three, now I'm four' and points to the number four.

Children have opportunities to learn about information, communication and technology. The setting has a computer which is normally available during every session. However, currently the sound is not working correctly. Children enjoy designing and building their own models using a variety of resources. A three-year-old shows obvious enjoyment as they build their own house using Lego. They talk about the door and a tree they made in the garden. They use recyclable materials to create their own ideas. Children have good opportunities to develop their physical skills. They visit the local gym and practise jumping, rolling and trampolining, working towards various awards. Children show good control as they pedal tricycles around the outside area. They confidently climb, moving over and under on the climbing frame. Children's small muscle control is developing well. They confidently use cutlery to cut up their food, show good control when using a range of tools such as glue sticks, paintbrushes, trowels and small spades in the sand. Children are beginning to show an awareness of space as they move around the nursery.

Helping children make a positive contribution

The provision is good.

Children gain a strong sense of belonging to the nursery. Staff warmly welcome children and their parents and show genuine interest in what they have to say. Children's creative work and photographs of them involved in a wide range of activities are displayed throughout the nursery both on the walls and the ceilings. Older children are encouraged to draw a self-portrait which is displayed above their peg where they hang their coats. This promotes children's confidence and build their self-esteem. Children's individual needs are thoroughly discussed with parents and information is shared on a regular basis to ensure that staff are up-to-date with children's changing needs. Parents of the younger children receive daily written reports providing them with information on how their child has slept, food they have eaten, nappy changing and activities they have enjoyed that day.

Children have opportunities to learn about their community through regular visitors such as the local police officers, health visitors and fire officers who play with the children and participate in activities. For example, a health professional visits and talks with the children about the importance of good hand washing. Children learn a fun song reinforcing their awareness. Children learn about the wider world through activities and projects. They celebrate a range of festivals and talk about other faiths and cultures. Children make lanterns to celebrate Chinese New Year. There are good procedures to ensure that children with English as an additional language are well supported. Dual language posters and keywords in the child's own language are obtained to support the children in their play. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good given their age and stage of development. They benefit from staff being clear and consistent in their approach to managing behaviour. Effective strategies such as distraction and good use of praise and encouragement support children's understanding of the boundaries and expectations. Staff resolve minor disputes quickly, giving good explanations to help children learn to take responsibility for their own behaviour. Children with additional needs are supported. The nursery has two key members of staff who are responsible for ensuring that staff are aware of children's individual needs and any additional support is provided.

Partnership with parents and carers is good. Parents receive quality information on the Foundation Stage curriculum and all aspects of the nursery provision. Good displays throughout the nursery provide parents with information on the Foundation Stage curriculum and how activities link to the stepping stones. Planning is displayed and regular newsletters provide parents with information on the themes and activities. Parents are encouraged to be involved in their children's learning through bringing in objects from home relating to the theme. A parent reports that her child really enjoys looking for objects around the home and they select them into piles and cannot wait to take them into nursery. All parents report that they are very pleased with their children's progress; they have regular opportunities to view their children's records. They enjoy parent consultation evenings where they can spend quality time with their children's key worker discussing their child's progress in more depth.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom they provide.

Effective recruitment and vetting procedures carried out by the council ensure that children are cared for by suitable adults. Staff are encouraged to attend training both in-house and through external training opportunities. The manager has recently completed a Foundation Degree and is proactive in sharing her knowledge with the staff. Regular staff meetings provide opportunities for staff to share their knowledge and discuss the nursery provision. The space and resources are generally used well to support children's play and learning. However, at times the outdoor area is not used effectively to maximise opportunities for children to play and learn in the areas. Children are supported well throughout the nursery. In addition to permanent staff the nursery have several long term relief workers who help provide care for the children.

Staff implement a range of policies and procedures to support positive outcomes for children. However, the risk assessments do not clearly identify hazards in the outdoor area. All documentation is reviewed on a regular basis and stored securely to maintain the confidentiality of children and their families. However, some medical information and consents are not in place to support children's on going health.

The quality of leadership and management is good. The nursery manager is very enthusiastic and successfully motivates staff. There are effective procedures to monitor the nursery education provision. Regular meetings and visits from early years advisers help staff working with the children to evaluate their practice and improve the provision. For example, staff have recently implemented new systems to use the children's profiles to effectively plan the next steps in their learning. Staff are committed to providing good quality care and education. Good practice is shared throughout the council's nurseries to ensure consistency.

Improvements since the last inspection

At the last care inspection the setting received two recommendations. To complete risk assessments on the storage of toothbrushes; and to ensure that staff in all areas are aware of good hygiene practices. The setting has successfully addressed both issues. Toothbrushes are not stored in the nursery. Regular visits from a health professional ensure that staff and children are aware of good hygiene practices. They participate in a range of activities to promote their awareness. Photographs of the children participating in hand washing activities are displayed throughout the nursery to remind them. This means children's health is supported through good hand hygiene practices.

At the last nursery education inspection the setting received three recommendations. To increase staff knowledge of Foundation Stage and stepping stones; to improve assessment records to provide clear links with the stepping stones and early learning goals and to increase children's awareness of different purposes for writing. The setting has addressed all the issues. Permanent staff working with the older children demonstrate awareness of the Foundation Stage. Wall displays with regard to the areas of learning and stepping stones increase their understanding. Staff use children's profiles that are approved by Milton Keynes Council. The areas of learning, stepping stones and early learning goals are clearly identified to help staff when recording children's progress and planning the next steps in their learning. Children's awareness that print carries meaning and there are different purposes for writing is supported. Resources are clearly labelled and several displays throughout the nursery promote children's awareness of different purposes for writing.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

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

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 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):

- obtain written permission from parents for the seeking of emergency medical advice or treatment
- continue to review the risk assessments to ensure that all hazards are identified and addressed

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 review the staff deployment and use of space to provide children with more opportunities to play in the outdoor area

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