

# Kensington Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY358676
<b>Inspection date</b>	07 July 2008
<b>Inspector</b>	Denise Sixsmith
<b>Setting Address</b>	Kensington Nursery School, 44-46 Kensington Avenue, Penwortham, PRESTON, PR1 0EE
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Kensington Nursery School is one of three nurseries run by the provider and opened in 2007. It operates from three rooms in a purpose-built building. It is situated in a residential area of Penwortham and is close to shops and public transport. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. Children have access to a variety of enclosed outdoor play areas.

There are currently 35 children aged under five years on roll. Of these, eight children receive funding for early education. The nursery employs a manager who has qualified teacher status and four staff, all of whom hold appropriate early years qualification. The nursery also employs a part time cook. Support and training is obtained from the local authority development team.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Effective procedures are followed by staff to protect children from illness and infection. Children learn the importance of personal hygiene as they are encouraged to wash their hands at appropriate times of the day and are assisted in this through the posters displayed in the bathroom. A clear sick child policy is in place, which excludes children who are ill from the nursery. If a child becomes unwell whilst at the setting parents are contacted straight away. Minor injuries are dealt with appropriately as staff are suitably qualified in first aid, however, one of the two first aid boxes contains items that have passed their use by date. Additional advice for parents and carers is provided in the form of a 'bump to the head' letter to ensure their child remains healthy and safe. Staff pay particular attention to cleanliness, for example, floors are mopped and surfaces wiped down at appropriate times of the day. However, the storage of the chopping boards in the kitchen does not adequately allow the circulation of air between them. All documentation relating to accidents and medication is maintained as required.

Children's physical development is very well promoted at the nursery. Enclosed, secure outdoor areas are available for the children, including a recently constructed impact-absorbing area for the babies and younger children to play on with wheeled toys. Children happily put on their wellingtons and access the paved outdoor area. They develop coordination and spatial awareness as they enthusiastically pedal around the area on their bikes and jump into and over the puddles. Staff provide an interesting array of outdoor activities for children to explore and manipulate, for example, a board with a variety of real handles, locks and fastenings as well as drainpipes and tubes for water play. Balancing and climbing skills are also promoted very well within the good quality challenging wooden, rope and tyre activity area.

Children benefit from healthy nutritious snacks and meals prepared and cooked on the premises. Daily menus are displayed for parents to see and babies' food intakes are shared with parents. Children enjoy the wholesome meals which the cook produces from fresh produce; they readily ask for second helpings of fishcakes and green beans. Meal times are relaxed, social occasions where children and staff sit and chat happily in groups at tables set with tablecloths and floral decorations. Children in the baby room sit together on low level seating around a low table with staff. Children and babies' individual requirements are noted and adhered to by staff to ensure continuity of care with home is maintained.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are welcomed into a bright and stimulating environment that has undergone a full scale refurbishment since registration. Bright posters and displays of children's artwork create a purposeful learning environment and give children a sense of belonging within the setting. The premises benefit from plenty of natural light and are maintained at an adequate temperature to ensure children's comfort whilst they play. Children move around their immediate surroundings with ease and confidence. The nursery is very well equipped to promote all areas of development. Children access a good supply of toys and materials, which are safe and in good condition.

Close attention is paid to safety within the setting. Children are well supervised at all times which helps them feel safe and assured. Risk assessments are in place covering all areas of the nursery. Entrances and exits are secure and closely monitored by staff to prevent anyone gaining

unsupervised access to the building. Electrical and fire equipment checks are in place, fire evacuation procedures are clear and fire drills are practised. This allows children to become familiar with the systems to follow in the event of a fire or emergency evacuation. Children are learning to keep themselves safe as staff gently remind them to sit properly on their seats so that they do not fall and hurt themselves.

Children's welfare is fully safeguarded as staff have a good awareness of the signs and symptoms of abuse and the procedure to follow should they have any concerns. Most staff have attended training and all have covered child protection issues during the nursery induction process.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are warmly welcomed into the nursery at the beginning of each day and staff take time to greet and speak to all parents and children at the beginning and end of the day. Children quickly become engrossed in the range of activities on offer. They are very happy in the care of the enthusiastic staff team. A relaxed atmosphere and the staff's cheerful manner encourage children to be self-assured and good humoured. Staff follow the 'Birth to three matters' framework to ensure that young children's stages of development are observed and their next steps in learning are identified and built into future planning. Children are clearly secure in their environment and happily talk to visitors. All are purposefully engaged in a range of exciting play opportunities which they clearly enjoy. Staff have taken positive steps to develop the layout of the baby room with regards to enhancing the comfortable area with textured cushions and throws, however the enhancement of the malleable and messy area is less well developed. Different textured objects are arranged to enable babies to explore through their senses, for example, treasure baskets have been developed and a wooden handled brush, a natural loofah and a sponge have been arranged to encourage babies to grasp and reach. Observations and assessments are linked to the framework, which ensures children make good progress in their learning.

### **Nursery education**

The quality of teaching and learning is good. Staff demonstrate a good knowledge and understanding of the Foundation Stage and how children learn. This is reflected in the varied range of play opportunities planned and provided for the children. Thorough long term, medium term and short term plans cover all six areas of learning. Staff regularly discuss observations and children's progress, which are then used to inform future plans. This ensures children make good progress in their learning.

Children are confident and are kind to each other, for example one child ensures that her friend also has a doll to cuddle while they settle to listen to a story. Children take turns and listen to each other well at circle time because staff provide positive role models. However, on occasions staff do not always encourage or give children time to develop their self-help and independence skills, for example, not encouraging children to put on their own coats to go outside or pour drinks at lunch time.

Children have a good understanding that print carries meaning as items around the room are labelled and they recognise their name as they find their place at meal times. Children are confidently forming recognisable letters and write their names on their paintings. They enjoy story time and pre-empt the next stage of the story well. They inform staff that they really liked the story and then go to choose a book to read themselves. Children's mathematical

development is promoted well within the nursery. Number is incorporated into everyday routines, for example, children count that there are twelve children in the train that they make as they go outside to play. Children use their number skills successfully to complete the date and month on the weather chart at circle time. They develop an awareness of measure as they fill and pour from different sized containers in the water play. Two children work together well to build high towers with the wooden building bricks, taking care to use large bricks at the base and smaller bricks at the top.

Children are developing a good understanding of the use of information technology in daily life. They readily and confidently use the battery operated laptop in the travel agents role play area to book holidays for each other. Children have good opportunities to develop their designing and making skills. For example, they concentrate well at a self-initiated task involving cutting, folding and taping together a variety of coloured ribbon lengths at the workshop area. Children access a good range of resources which allows them to express themselves creatively. They can help themselves to a variety of musical instruments and move around the room to their improvised music. The children also have the opportunity to attend music sessions from a visiting musician. Children develop their imagination well as they dress up as princesses and then organise holidays for their friends in the travel agents.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy each other's company and play harmoniously in the friendly and happy atmosphere of the nursery. They encourage and support each other, for example, children help to support their friends as they practise their construction skills. Children are clearly very happy and confident within their surroundings as they allow visitors in the room to join in with their play. Children learn about the wider world and cultural diversity as they celebrate different religious festivals and have access to a range of resources which promotes positive images of race, gender, culture and disability. Staff respect the uniqueness of each child and their individual needs. Activities are adapted and appropriate teaching strategies are used to promote inclusion for all children. Overall, children's spiritual, moral, social and cultural development is fostered.

The children within the nursery are well behaved because the staff provide positive role models. Staff talk to the children in a calm manner and minor disagreements are dealt with appropriately for the ages and stages of the development of the children. A calm and peaceful atmosphere is in place in the baby room because of the close working relationship of the staff. Frequent praise and encouragement throughout the whole of the nursery helps children feel good about themselves and develops their self-confidence and self-esteem.

The partnership with parents and carers is good. The setting adopts an 'open door' policy which contributes towards building relationships. Parents receive an informative booklet, containing details about the setting including access to the policies and procedures, and information on the Foundation Stage curriculum and the six areas of learning. This, along with a copy of the education plans, provides parents with an insight of the curriculum being delivered to their children. 'All about me' booklets are completed when children first start at the nursery which provides staff with information about the children and establishes the starting points in their learning. A noticeboard, regular newsletters and meetings throughout the year help to keep parents fully informed about their children's care and education. Parents spoken to are happy with the service they receive and appreciate the refurbishment work that has been undertaken at the premises.

## **Organisation**

The organisation is good.

The nursery environment is clean, safe, welcoming and very well maintained. Staff are deployed effectively and space is used well to ensure there is a safe and comfortable environment for the children. Comfortable domestic-style furniture in the baby room provides a homely feel for the youngest children. The whole staff team work well together to ensure a good quality of care is provided for the children.

Good procedures are in place for staff recruitment and selection. All staff have been suitably vetted and ongoing monthly appraisals are in place. All staff are qualified and are keen to attend further training to further enhance the good care they provide for the children. A key worker system is in place which provides parents with a point of contact to ensure the needs of the children are met.

The leadership and management of the setting are good. The management has developed a committed staff team who are motivated and enjoy what they do. There is a clear vision for the nursery and the management has undertaken changes since registration to improve the nursery building and grounds. There is a clear commitment to continually improving the quality of the setting. The manager is actively involved in all aspects of the nursery and effectively leads and supports the staff team. Staff are successfully deployed to ensure children make good progress in all areas. The management monitors and evaluates the quality of the nursery education and is in the process of completing a written assessment. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any 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**

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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 that the contents of the first aid box are kept up to date and that the food chopping boards are stored appropriately in the kitchen
- develop malleable activities further in the activity area in the baby room
- develop the complaints procedures and ensure that the daily recording sheet in the baby room maintains confidentiality.

### **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):

- develop opportunities through daily routines to enable children to develop their independence skills

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](http://www.ofsted.gov.uk)