

Kingswood Day Nurseries Limited

Inspection report for early years provision

Unique reference number EY280673
Inspection date 13/11/2008
Inspector Carole Argles

Setting address The Old School, Daggons Road, Alderholt, Fordingbridge,
Hampshire, SP6 3DN

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kingswood Day Nursery opened in 2004. It is one of two nurseries owned by the provider. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for 62 children aged from birth to under eight years. The nursery operates from a former school premises on the edge of the village of Alderholt, in Dorset. The nursery serves the surrounding areas and is close to the towns of Verwood and Fordingbridge.

The premises consist of four playrooms, a sleep/sensory room and associated facilities. There are enclosed outdoor play areas to the rear and side of the building. Some years during school summer holidays, a marquee is erected in the adjoining field to provide holiday care for children aged from five to under eight years. There is level access to the premises.

The nursery opens five days per week for 50 weeks of the year from 08.00 until 18.00 and offers funded nursery education. There are currently 63 children in the early years age group on roll.

There are 10 full time and one part time staff who work directly with the children. Of these, six including the owner, hold early years childcare qualifications to Level 3 and one is qualified to Level 2. Currently, there are four members of staff working towards a recognised qualification.

Overall effectiveness of the early years provision

Kingswood Nursery provides a safe and attractive environment where the children are happy and settled and develop relaxed and positive relationships with the staff. The children take part in a wide range of activities that support their development and provide enjoyment. Staff are establishing systems to help them tailor these activities to match each child's ability. The nursery is welcoming to all families and respects and supports children's individual needs. The provider is committed to continual improvement and has embarked on a programme of review and development of many areas of practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the systems for observing and recording the children's achievements to help staff provide activities matched to each child's interests and ability
- encourage children to talk about what they doing and to reflect and solve problems
- ensure that staff are well informed about the individual needs of the children they care for

The leadership and management of the early years provision

The records, policies and procedures necessary to safeguard the children's safety and welfare are in place and implemented effectively. Staff understand how to protect children from harm or abuse and there is a sound recruitment procedure, which ensures that new staff are suitable to work in a nursery setting. The likelihood of accidental injury to children is minimised because thorough risk assessments are carried out and appropriate safety measures are in place. Staff usually promote good hygiene well and sterilise baby toys and equipment frequently to prevent cross-infection. The children enjoy the nutritious freshly prepared meals and snacks provided. They make healthy choices about what they eat selecting from a variety of fruit at snack time. Staff are careful to make sure that any special dietary requirements such as allergies are respected and provide alternative foods.

The provider is establishing sound procedures to monitor and evaluate the effectiveness of the provision and to identify areas where further improvements can be made. The staff regularly undertake training and readily implement new initiatives. However, at present the children's progress is not tracked effectively and therefore the quality of the teaching and its impact on their learning cannot be fully evaluated.

The children benefit from the good partnerships between the staff and their parents. Parents understand what is provided for their child because they receive good quality information about the nursery through the prospectus, notice board and newsletters. Staff value parents' opinions and encourage them to become involved in their child's learning. They have an effective two-way exchange of information through informal discussions and the home-link books, which are used throughout the nursery. This promotes a consistent approach to the children's care and development. This is strengthened by the sound partnerships established with others involved in the children's care, including health professionals and staff at other settings the children attend.

The quality and standards of the early years provision

The children are cared for in a well planned environment where their independence is promoted. Good quality toys and resources are stored on low units so that children can make choices about what they do and select items without help. The children find out how to care for themselves. They learn why good hygiene routines are important and are reminded how to keep themselves safe, for example, by taking care when using tools and by looking for hazards around them. The children's behaviour is good and they are considerate and play co-operatively with others. They enjoy being chosen as a helper to feed the pets or set the tables. They are reminded about the expectations for their behaviour through the words of the 'Wake and Shake' song they sing each day. They develop good self-esteem because they receive praise and encouragement for their achievements so they know when they have done well. Most children are confident and communicate readily with others. They enjoy books and stories and borrow books to share with their parents at

home. They eagerly look forward to the weekly music sessions and talk about their favourite songs and instruments. Generally the staff interact well with the children, talking with them as they play and providing help or reassurance if needed. However, they do not always make the most of opportunities to support children's learning by asking questions which encourage them to think further about what they are doing or to solve problems.

There is an appropriate routine to the day with a balance of adult-led and child-initiated activities. Staff are flexible and respect the babies' and younger children's individual care and sleep patterns so they are comfortable and secure. All children go out in the fresh air daily and older children can often move freely between activities available indoors and outside. The staff frequently observe the children and make notes about their interests and what they can do. They are beginning to use this information to help them identify the next steps in their learning and plan activities matched to their individual needs. However, they do not always record children's development consistently. Consequently, some staff do not have a clear understanding of what children can achieve and cannot be sure that they are providing suitable challenges for them. Appropriate systems are in place to identify and support children who have specific needs and staff often work with other professionals to plan their care and learning. However, information is not always shared effectively with all staff who work closely with the child.

Children throughout the nursery take part in a wide variety of activities that support all areas of their development. They explore and investigate materials and young children enjoy playing with large cardboard boxes and chasing bubbles. They learn about nature by planting seeds and growing vegetables and find out more about their own community through visits to the nearby church. They make many choices about what they do and sometimes show sustained interest and engagement, for example, when using the computer, completing puzzles or making models of their own design.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints received by Ofsted.

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.