

# Crown Kindergarten

Inspection report for early years provision

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**Unique reference number** 138205  
**Inspection date** 20/02/2009  
**Inspector** Amanda Jane Tyson

**Setting address** Coronation House, Ashcombe Road, Wimbledon, London, SW19 8JP  
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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).

## Description of the setting

Crown Kindergarten first opened in 1974 and is registered on the Early Years Register to provide care for a maximum of 28 children in the early years age group, of these not more than six may be under two years at any one time. This privately owned early years setting operates from a one storey, purpose built building with integral kitchen, bathroom and laundry facilities and a secure outdoor play area. The setting is situated within a residential area of Wimbledon.

Children attend from within the local community for a variety of sessions, both full and part-time. Opening times are from 08.00 till 18.00. There are currently 42 children aged from nought to four years on roll. The setting supports children with learning difficulties and/or disabilities and a number of children who speak English as an additional language. Five permanent and four casual staff work with the children and a full-time cook is employed. The manager is supernumerary. Most staff hold an early years qualification; the manager has just completed Level 4, the deputy and two other staff are qualified to Level 3 and the remainder hold a Level 2 certificate. The setting receives support from the Early Years Development and Childcare Partnership.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Leadership is highly effective and well demonstrated by the use of astute and critical self-evaluation which drives continuous improvement, which since the last inspection is excellent. Priorities for future development are promptly identified and acted upon. Overall, children are well safeguarded by robust policies and procedures. Very good relationships exist between staff and children, and staff and parents. In many respects, children's unique care and learning needs are very well understood and provided for by skilled and committed staff. Children enjoy their learning immensely and are making good progress in their learning, given their age, ability and starting points.

## What steps need to be taken to improve provision further?

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

- improve the procedure for settling new children into nursery; provide more flexibility to meet children's unique needs
- develop role play paying particular attention to diversity issues, and provide sensorial activities more regularly for babies
- make sure that the systems for monitoring and assessing children's learning consistently follow the same pattern; record worthwhile observations, analyse and use what has been found out about each child to plan or adapt activities that take children's learning further. Share this information with parents so that they provide consistent learning support.

## **The leadership and management of the early years provision**

Rigorous recruitment, vetting and induction procedures ensure that children are cared for by highly suitable staff. Procedures for supporting professional development are also highly effective. For example, every staff member has an enabling personal development plan which is monitored through the appraisal system and regular one to one meetings with the manager. Since the last inspection, the whole team have worked exceptionally hard to improve the outcomes for children. The provision for outdoor play is very good and firm plans are in place to improve it further.

Premises risk assessment is prioritised and staff are secure in their knowledge and understanding of child protection procedures. Records relating to risk assessment, accidents, existing injuries and incidents are comprehensively maintained, and carefully and regularly monitored to identify priorities for safeguarding and promoting children's welfare. Several modifications have been made to the systems for monitoring and assessing children's progress and development towards the early learning goals. The previously used thematic approach has been replaced to facilitate child-led learning, enabled by the effective key-worker system; staff are familiar with children's individual schemas and how best to help children progress individually.

Parents benefit greatly from the once per term newsletter which informs them of theme days, such as 'Pyjama', or 'Mad hair' day. Parents are positively encouraged to contribute towards children's learning, for example by helping children to find photographs and pictures of their family and what they like and dislike, or by asking parents to visit to share their experiences, knowledge and skills. Parents are very happy with the service provided and this is epitomised by their praise for children's rapidly developing speech and language, developing drawing and writing skills, eagerness to attend each day, and the commitment of staff who are 'always happy and friendly'. The introduction of parent consultations to strengthen partnership with parents, in relation to supporting children's learning, is a top priority; a date has been set for April.

## **The quality and standards of the early years provision**

The setting provides a hive of activity for children to explore and enjoy. Staff are enthusiastic and their sense of fun is rubbing off on the children. Preschool staff are particularly successful in integrating all areas of learning within one activity or game. For example, during outdoor play they are helped to recognise when there are 'too many children' to fit into the small space of the playhouse and to use number language in context as they play 'What's the time Mr Wolf?' Children are so very happy and squeals of laughter become infectious. Three-year-olds understand the concept of a joke and take great delight in engaging their peers and adults in purposefully incongruous conversation, such as referring to all girls as boys and vice-versa. Children are captivated by staff's animated story telling, and as aspiring thespians they use their superb narrative skills outdoors. Screams of mock fright can be heard as they run from 'the wolf', acted out by a member of

staff, before dissolving into fits of giggles and requests for a repeat performance of 'The Three Little Pigs'. Staff sit and eat with the children and this arrangement provides a fantastic forum for strengthening language and communication skills, for role modelling table etiquette and for encouraging independence. Babies get delightfully messy as they feed themselves with their hands, toddlers are becoming skilled using cutlery and pre-school children scrape their plates and have fun cleaning the tables with soapy water afterwards. Children devour the sumptuous and diverse freshly made meals, such as chicken chow mein, curry and hotpot with delicious exotic fruits afterwards.

The writing table is well resourced to encourage visitation and babies have fun making marks with chalks, paint and crayons too. Children label their own creative work using printed sticky name labels or copy from a template. The walls and storage systems are adorned with print, with many words in the other languages spoken by the children. Learning is brought to life through first hand experiences, such as looking closely at bugs, slugs and snails with the use of a magnifier, growing their own lawn and vegetables from seed, and having the opportunity to meet a working guide dog. Theme days, such as 'Pyjama Day' are highly worthwhile and sound jolly good fun; staff, children and the cook all came to nursery recently in their pyjamas with their teddies. Circle time took place before sleep time and children enjoyed hot chocolate whilst they shared their different experiences of home bedtime routines.

Toddlers enjoy a wide range of sensorial and messy play activities, but babies do not benefit from this quite so frequently because resources are not as accessible in their base area. Nonetheless, the team have created a sensory room which all children have the opportunity to enjoy; babies are mesmerised by the coloured lights and chimes and in here they can explore the feel of everyday and natural objects. Older children have fun with instruments or making shadows with torches.

Children make dens and camps with large pieces of fabric and milk crates which is tremendously exciting, but the home corner is not always sufficiently resourced to enable all children to act out their real experiences, particularly if their cultural background is not English. Nonetheless, the setting are working closely with parents of children who speak English as an additional language by asking them to translate some stories and provide some key words spoken by the children.

The arrangements for children to sleep are superb. Soft music and the positioning of mattresses in groups of two within little alcoves enables children to sleep peacefully after lunch. Babies benefit from lots of cuddles and are cared for in an area that enables interaction between them and the older children and helps to make them feel part of the whole nursery. They have regular opportunities to join in group activities with toddlers. The setting recently changed the procedure for settling in new children, but it is not individualised enough to meet the needs of all children.

Effective systems for monitoring children's progress and development and using this information to take children's learning further are emerging. Although this is not yet consistently applied by all staff, management are fully aware and have identified the good examples as a model, for instance after describing a glitter and

paint picture as 'night clouds' a child benefited from a selection of fun activities focusing on night and day.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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?	2

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

## **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 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.