

Kinderland Day Nursery

Inspection report for early years provision

Unique reference number 124972
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Inspector Rebecca Elizabeth Khabbazi

Setting address 1 Normanton Road, South Croydon, Surrey, CR2 7AE

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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

Kinderland Day Nursery has been registered since 1995 and is privately owned. The nursery operates from a converted house in a residential area of South Croydon. Nursery rooms are based over three floors with stairs for access. An outside area is available for outdoor play. The setting is open from 08.00 to 18.00, Monday to Friday for 51 weeks a year. The nursery serves the local community.

The nursery is registered on the Early Years Register to care for up to 75 children in the early years age group. There are currently 146 children on roll. Children attend for a variety of sessions throughout the week.

There are 26 members of staff who currently work with the children. Of these, 22 have relevant childcare qualifications and four are currently working towards a qualification.

The nursery receives support from the local authority through an early years advisor.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery successfully promotes all aspects of children's welfare and development. Children are safe and well cared for at the welcoming, inclusive setting. Strong partnerships with parents contribute to ensuring that staff know children well and provide them with all the support they need. This means children make good progress in their learning, given their starting points and capabilities. Regular self-evaluation by the management team and staff ensures that priorities for future development are promptly identified and acted upon.

What steps need to be taken to improve provision further?

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

- extend the system for planning to include outdoor play opportunities
- ensure next steps identified for children are regularly reviewed in order to track children's progress towards the early learning goals
- review the organisation of space and resources in Tumble Tigers room

The leadership and management of the early years provision

The effective leadership and management of the setting ensures that the nursery runs smoothly and effectively on a day to day basis and contributes significantly to children's safety and wellbeing. Robust recruitment procedures ensure that all staff who work with the children are appropriately vetted. A comprehensive induction is in place, which means that staff are familiar with policies and procedures and

implement them consistently in practice. The staff team is well qualified and there is good support for ongoing training, for instance, all staff complete a Safeguarding Children course and are trained in first aid. All required documentation is in place and is regularly updated and reviewed. Space and resources in the nursery are well organised overall, although the environment for some of the younger children is not as well planned or accessible as the other base rooms.

The management team regularly review and evaluate the provision, making use of feedback from parents and staff, for instance through parent questionnaires and staff meetings. Self-assessment is effective in identifying most strengths and weaknesses and managers set clear targets for development that lead to improved outcomes for children. For instance, older children now have access to high quality information technology resources, and the setting's current plans include further developing the outdoor play space. There is a strong commitment to ongoing future development and a good capacity for continual improvement.

There are strong partnerships with parents throughout the nursery. Parents find staff friendly, knowledgeable and approachable and they are provided with good quality information about the setting and their child. Parents are actively involved in the life of the setting in a variety of ways, for instance by joining staff for some training sessions such as first aid and taking part in the parent forum. There is very good day to day communication between staff and parents, including daily contact books, and parents are well informed about their child's progress and development.

The quality and standards of the early years provision

Children are cared for in a welcoming, well maintained environment where they feel settled and at home. Staff ensure effective safety precautions are in place, which means children move freely and safely around their groups rooms and the outdoor area. Children learn to keep themselves safe when staff show them how to get down the stairs carefully, and older children remember that the register is taken so staff know how many children are here if there's a fire. Staff follow clear hygiene routines throughout the nursery, keeping surfaces clean and conscientiously following nappy changing procedures. Children learn simple good hygiene practices when they wash their hands before they eat. They enjoy helping themselves to fruit at snack time and benefit from meals and snacks that are freshly prepared on the premises and cater for their individual dietary needs.

Children throughout the nursery respond well to staff's clear expectations for their behaviour. They are familiar with the routines of the setting and older children help tidy up and know where to line up to go into the garden. Children have good relationships with staff, who are caring and affectionate towards them. Staff are committed and enthusiastic and have a good understanding of how children learn through play. They plan a good balance of activities across all areas of learning, including ample opportunities for child-initiated experiences. Staff use their observations of children's achievements to identify next steps for their learning, so that activities continually build on children's existing knowledge and skills. However, they do not yet ensure that next steps are reviewed regularly, in order to

effectively monitor and track children's progress towards the early learning goals.

Children throughout the nursery enjoy books and stories. Younger children cuddle up with staff to look at pictures, and older children listen attentively to their favourite story, joining in with well-known phrases. Children begin to recognise familiar words, such as their name, from a young age, finding their name card and picture at circle time and putting it on the board to show they are at nursery today. They solve simple problems during every day activities, joining in number songs or working out how many children are in the group today. Older children use scales to weigh the ingredients for their biscuits and they talk about the sticky feel of the dough as they mix it with their hands. All children enjoy getting messy with shaving foam or exploring spaghetti or glittery water, and using their imaginations to make and create pictures with various materials in the craft area. Children of all ages benefit from playing in the garden every day, practising their physical skills as they scramble up the apparatus or learn how to throw and catch a big ball. They enjoy running around in the fresh air or digging in the sand tray. Staff do not currently include outdoor activities in their planning, however, to ensure they make good use of all the learning opportunities available. Children are well occupied and stimulated throughout the day and thoroughly enjoy their time at the setting.

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?	2
How well does the provision promote inclusive practice?	2
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?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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.