

Kings School Nursery

Inspection report for early years provision

Unique reference number EY371506
Inspection date 12/03/2009
Inspector Heather Morgan

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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

King's Nursery opened in 1991 and registered with Ofsted for care due to the changes in regulations. In 2008 it was taken over by Cognita, a private company operating in the independent schools sector. It operates from a nursery unit and additional classrooms within the main Kings School building in a residential area of Plymouth. Children also have access to enclosed play areas and the school grounds. The school and nursery are part of a turn-of-the-century manor house estate. The setting serves the city of Plymouth and surrounding areas. The nursery unit is open for 51 weeks a year, closing for a week at Christmas. It is open from 08:00 until 18:00. The nursery predominantly cares for children under three years during term-times, but also offers before and after school sessions and holiday care for older children.

The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. A maximum of 113 children may attend the nursery at any one time. There are currently 92 on roll in the early years age group. Children can attend for a variety of different sessions throughout the week. The nursery supports children with learning difficulties and/or disabilities and also children using English as an additional language.

There are 23 staff working either full-time or part-time in the nursery. Most staff hold or are working towards a relevant qualification. These staff include a qualified teacher and an Early Years Professional.

Overall effectiveness of the early years provision

The quality of the provision is good. Children are supported well in settling, and in feeling secure and confident because they develop firm attachments with key, familiar carers. This enables them to participate enthusiastically in the wide range of activities offered and ensures that their individual needs are met. The whole staff team work well together and liaise very closely with the school, of which they are an integral part, to provide continuity of care. They regularly reflect on their practice and demonstrate a good commitment to accessing training and support in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop procedures for assessing children's progress in each area of learning and use this information to plan activities that build on what each child already knows and can do
- ensure that hygiene procedures are implemented consistently throughout the nursery to protect all children from the risk of infection

The leadership and management of the early years provision

The confident, well-established nursery manager provides good leadership for the team of staff and is supported well by other professionals within the school. Staff regularly meet together to discuss what they do well and also to identify in which areas they feel they can make improvements. For example, they value the good relationships they have with parents and they are currently reviewing their procedures for assessing children's development.

Robust recruitment procedures are in place to ensure that staff are well suited to caring for children. They have regular opportunities to access training in order to support their professional development. In particular, staff with key roles within the nursery attend training to support them in undertaking their responsibilities in areas such as safeguarding children and supporting those with learning difficulties. Staff appraisals have recently been reinstated and their performance is informally monitored by the management team.

Parents are actively encouraged to engage in regular discussions with staff and use daily diaries in order to exchange information that supports them in meeting children's individual needs. They talk about their children's achievements and staff are currently exploring ways to include this information in the children's learning journey documents.

Staff have a good understanding of their responsibility to safeguard children. There is a designated officer in place to support them in the event of identifying any concerns. A range of reference materials are also available to ensure that appropriate procedures are implemented when necessary.

The quality and standards of the early years provision

Overall, children's good health is promoted well. They have opportunities throughout the day to rest or sleep, eat regular meals and to play outdoors in the fresh air. Children are generally well protected from the risk of infection as staff implement a range of effective hygiene procedures. Children eat nutritious meals and good attention is paid to meeting their special dietary requirements.

Children are safe and secure in the setting because staff are alert to potential hazards and take steps to minimise any identified risks. Children are supported in taking responsibility for their own safety by, for example, learning to negotiate stairs whilst they hold on to a low level hand rail. They also regularly practise their fire drill to ensure they can evacuate the building quickly and safely in the event of an emergency. Children are cared for in small groups, with others at a similar age and stage of development. Consequently, they are able to access activities and resources that are safe and suitable for them.

Children access a wide range of interesting and enjoyable activities. They have good opportunities to initiate their own play. For example, young babies are given the time and space to explore and investigate toys and resources at their own pace

and to respond to sensory stimuli. As they become more mobile they are supported in developing their physical skills, for example, scooting around on ride-on toys. Children enjoy singing and enthusiastically join in with action rhymes. Some children include French songs in their repertoire, which reflects the diversity within their group and supports all children in developing a sense of belonging. Older children in particular, like to play outdoors, digging in the garden or exploring the properties of water. Children who stay after school also enjoy running around outdoors and using the physical play equipment after their busy day at school.

Overall, staff support children's learning well as they observe their play and know what interests them. They interact sensitively with children and encourage their progress. For example, they support children in developing their vocabulary by speaking clearly and talking about illustrations in books. They provide lots of opportunities for children to use craft materials and develop skills using scissors, glue, paintbrushes, pencils and crayons. Staff are in the process of developing records to demonstrate children's progress. However, these are not yet sufficiently well established to ensure that information gathered is used effectively to plan activities that build on what individual children already know and can do.

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 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 made to Ofsted since registration.

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.