

# King's Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY240402

**Inspection date**

28/08/2009

**Inspector**

Josephine Geoghegan

**Setting address**

Weston Education Centre, Cutcombe Road, Lambeth,  
London, SE5 9RJ

**Telephone number**

0203 299 3472

**Email**

**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 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**

Kings Day Nursery opened in 2002 and operates from the ground floor of a building that forms part of the medical school. Children have access to a secure, enclosed, outside play area. The nursery is one of three workplace nurseries for children of staff who work for the Health Authority and is registered to care for a maximum of 55 children in the early years age group. There are currently 77 children on roll who attend for a variety of sessions. The setting currently supports a few children who speak English as an additional language. There are currently no children attending who have identified special educational needs and/or disabilities. The group operates from Monday to Friday, all year round, from 07:00 until 18:00. A total of 17 staff work with the children, including the overall manager of all three co-nurseries based on the hospital site. All staff hold relevant childcare qualifications. The setting participates in a quality assurance scheme and receives advice from an independent childcare consultant.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The provision is highly effective in meeting the needs of all children in the Early Years Foundation Stage (EYFS). Staff work cooperatively, providing well organised activities and outings that enable children to make excellent progress. The capacity of the provision to maintain continuous improvement is embedded in well established cycles of practice, evaluation and improvement, although collating all aspects of evaluation may provide a clearer overview of the provision. High regard is given to promoting inclusive practice. For example, staff have attended relevant training and show a clear understanding of appropriate procedures and partnership working to ensure the needs of children who have special educational needs and/or disabilities are met. In addition, children benefit from activities that promote their understanding of cultures and beliefs. The learning environment is visually stimulating, with displays and resources that promote equality, including writing in a variety of languages, supporting children who are learning English as an additional language.

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

To further improve the high quality early years provision the registered person should consider:

- collate the systems of evaluation to provide a clearer overview of the provision.

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

Effective systems of leadership and management result in all staff adopting a professional approach which is evident in their practice and commitment to the constant development of the quality of the service. For example, good systems are

in place to monitor practice, including regular staff meetings, evaluations of the educational programmes, assessments of children's progress and identification of staff training needs. Positive steps have been taken to meet all recommendations raised at the last inspection, promoting children's welfare. The overall manager is dedicated to improving staff skills through training opportunities and ongoing support; as a result, the quality of teaching and care for children is high and children make excellent progress. In addition, most staff have worked at the setting for a number of years, promoting consistency of care. Excellent methods are in place to promote partnership working with parents and others. For example, a broad range of policies, procedures and information about the setting is displayed, along with new initiatives requested by parents, such as a medic-board to display details of any communicable illnesses. Low level material pigeon holes are used effectively as children put in any creative work they wish to take home and staff add any newsletters and information for parents. In addition, information is displayed regarding nappy changing, sleep times and meals for younger children and a message book is used, ensuring information is shared effectively on a daily basis. Parents participate in a gradual setting in procedure and are invited to attend regular reviews of their children's progress, enabling them to take an active role in their child's care. Positive steps are taken to safeguard children's welfare. For example, staff have attended relevant training and show a clear understanding of safeguarding issues, enabling them to take prompt action if they are worried a child is being abused. In addition, the setting benefits from a dedicated hospital safeguarding board, ensuring any concerns are dealt with effectively. Robust procedures are in place to ensure staff are suitable to work with children, including appropriate vetting checks and ongoing systems of appraisal.

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

Children have outstanding opportunities to make progress in all areas of learning. This is largely due to the staffs' clear understanding of the EYFS, enabling children to engage in a broad range of interesting activities and outings that reflect all areas of learning. Children are supported extremely well as staff are attentive, listen to children expressing their views and extend their learning by asking open ended questions that make children think. In addition, children's progress is tracked well as staff make observations of their development and clearly relate these observations to the development matters of the practice guidance for the EYFS. They also use photos and samples of children's creative work to assess their learning and use this information to plan children's individual next learning steps. Assessments of children's learning show that they are making excellent progress towards achieving all of the early learning goals.

Children are confident speakers; they ask questions and use language to explore real and imagined experiences, engaging in conversations with each other and staff during free play, meal times and adult led activities such as circle time. Children use books purposefully, for example, older children show an awareness of the story line as they imitate reading and younger children enjoy using books with staff who emphasise familiar words. Children's writing skills are developing well as younger children have good opportunities to make marks and older children show emergent writing and some well formed letters. Children develop good problem

solving skills as they use a range of puzzles and construction sets. They gain awareness of number through adult led activities such as circle time, where they count the number of children who used different types of transport. They develop an awareness of quantity and size while participating in activities such as making fresh fruit salad and malleable play jelly, talking about the number of jugs of water and how the jelly changes in size and shape. Children have excellent opportunities to develop their knowledge and understanding of the world. They learn about nature and living things through handling objects, growing seeds and plants and through outings to farms and parks. Children show skilful use of technology as they use the computer independently, following the computer programme and using the mouse appropriately; younger children imitate while using play phones and the till. They have good opportunities to learn about their environment through frequent outings in the local community and show an awareness of time and place as they talk about events at home and the nursery. Children enjoy being creative and use a range of paint, collage and drawing materials effectively, developing their free creative expression. They participate in a variety of adult led creative activities, such as finger painting for younger children, while older children learn about three-dimensional art while making a giant caterpillar and create pictures of food relating to a familiar story, enabling them to learn about pattern and sequence. In addition, they explore and gain awareness of their senses during cooking activities and while using malleable materials. Children have good opportunities to explore sound while using a range of wooden and natural instruments in the heuristic room and enjoy singing familiar songs from memory. Children become engrossed in imaginative play, for example, older children re-enact story lines while younger children imitate real life experiences. Children show skilful use of handheld tools, for example, they enjoy woodwork, using real tools and equipment with the support of staff and use utensils such as rollers and cutters appropriately while using playdough. Children develop their physical control while using a range of wheeled toys and run at speed showing good spatial awareness. Younger children are supported well in developing their movements as staff encourage them to walk and crawl. Older children show good coordination as they throw, catch and kick balls. They show confidence as they climb through the apparatus and use the slide and balance well on the swing bridge. In addition, children's physical skills are extended through extra curricular activities such as ballet, yoga and drama. Children's independence is fostered well at mealtimes as they make healthy choice of the types and amount of food they eat, taking turns to serve their own food; they enjoy the relaxed mealtimes as they sit at tables with staff in small groups, developing their social skills. Younger children are supported well by staff in developing their feeding skills. Children show good relationships with staff and each other; they play cooperatively and respond well to the daily routines. In addition, younger children snuggle in for cuddles while being bottle fed and benefit from lots of attention during play and care, developing secure attachments and promoting their sense of security.

Children benefit from a stimulating and well organised learning environment. For example, staff embrace the ethos of free flow play, enabling children to move freely between indoor and outside play with both areas providing activities that reflect all areas of learning. Inside, children are provided with ample clear play space, enabling them to move freely and use resources productively; toys and equipment are stored at low level in containers labelled with words and pictures,

enabling children to make informed choices. Resources and equipment are of good quality and reflect the needs and abilities of the children attending all group rooms. In addition, children are able to explore and experiment while using the additional space that has been transformed into a heuristic room which is full of natural objects and wooden instruments along with mobiles and swathes of multi-coloured materials creating an exciting area. 'The Learning Zone' enables older and more able children to participate in challenging and focused activities that reflect their stages of development. Children's self-esteem is enhanced through lots of displays, both indoors and outside. For example, photos of children participating in outings and activities help promote their positive self image and displays of their individual creative work show value for their efforts. Effective methods are in place to promote children's good health. For example, staff maintain high standards of hygiene, ensuring the milk kitchen and nappy changing routines help stop the spread of infection. In addition, children show a clear understanding of developing good personal hygiene habits and staff apply anti-bacterial hand wash before entering the room for children under two years. Children have good opportunities to engage in regular exercise and have constant access to drinking water, ensuring they remain hydrated throughout the day. Children benefit from a balanced and nutritious diet of freshly prepared meals that are cooked on the hospital site. Their individual dietary needs are catered for, including any preferences, allergies and feeding routines for babies and younger children. Secure systems are in place that help safeguard children's welfare in the event of an accident or illness, for example, staff hold appropriate first aid qualifications and follow relevant procedures effectively. Staff show high regard to ensuring children feel safe while on the premises and during outings. For example, risk assessments are thorough, ensuring positive steps are taken to reduce any hazards and appropriate fire safety equipment is in place. Staff are well deployed, ensuring children are supervised at all times. Children know about the safety rules within the setting and participate in regular evacuation drills, enabling them to act promptly in an emergency. In addition, the outside play area has safety surface flooring and a security entry system. All required documentation is used, stored and shared appropriately with parents, safeguarding children's welfare.

## 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>	1
How well does the provision promote inclusive practice?	1
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>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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
--	-----