

Kingsmead Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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 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

Kingsmead Day Nursery, Gordon House, moved to its present site in 2005. It is an established privately owned day nursery and operates from premises in the centre of Winchester, Hampshire. The baby unit for children under two is situated on the first floor whilst older children have their own areas downstairs. All children have access to a fully enclosed outside play facility.

The nursery is registered on the Early Years Register for a maximum of 59 children. There are currently 104 children on roll. The nursery supports children with special educational needs and children for whom English is an additional language. The nursery is open five days a week all year round. Sessions are from 08:00 to 18:00. Children attend for a variety of sessions.

There are 15 full-time staff and two part-time staff who work with the children. Most have relevant early years qualifications. The management team have level 4 qualifications. There is one member of staff qualified with Early Years Professional Status and one working towards. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in the well-organised, secure and welcoming environment offered. The well-established management team supports a strong team of staff and promotes effective working with parents. The nursery works hard to support children's individual needs and effectively promotes their health, safety and well-being. They strive for continual improvement and have a strong commitment towards the ongoing professional development of staff.

What steps need to be taken to improve provision further?

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

- ensure all children's records are updated as changes are made to the information sought from parents
- use observations more effectively to track children's progress against the expectations of the early learning goals so that their next steps for learning are regularly updated and include all areas of learning
- continue to develop the outdoor area to engage children's curiosity and interest and offer challenges in all areas of their learning and development.

The leadership and management of the early years provision

Well-organised management structures and procedures safeguard children's welfare. Robust recruitment and employment procedures ensure staff have a

secure understanding of the roles and responsibilities. A buddy system for new and inexperienced staff is particularly beneficial in helping them to understand their role and develop their skills. Children benefit from the constancy of the qualified and experienced staff team. Recommendations raised at the last inspection have been addressed and, as a result, outcomes for children have improved. Secure arrangements are in place for children's arrival and departure. They have more opportunities to be independent at mealtimes, particularly in the term before they start school when they organise themselves. The nursery has suitable systems in place for monitoring and developing practice in order to sustain good standards.

Effective partnerships are developed with parents. They are well-informed about all aspects of the nursery and their child through a range of written and verbal communications. Systems are being developed for parents to share and contribute towards children's written progress records, although at present, these arrangements are not as effectively implemented in the baby unit. Staff generally use written feedback sheets to share daily routines and then discuss their achievements. Parents are extremely happy with the care provided and comment on the 'friendly but professional staff' who are always approachable. They value the settling-in arrangements that are tailored to their child's individual needs, such as home visits. Parents feel able to raise concerns they have and appreciate the actions taken so that their child is more comfortable in the environment. The nursery is beginning to liaise with other settings that children attend and has clear systems set up to work in partnership with other agencies to support individual development.

A range of policies and procedures underpin the smooth operation of the nursery and are regularly updated. Most documentation is well organised and in place. Changes in regulations following the introduction of the Early Years Foundation Stage have been noted and new documentation introduced. Children's records have been updated to include additional information, although measures have not been fully implemented to ensure all existing records are updated. Procedures are in place to ensure children's health and safety. There is a clear illness policy to reduce the spread of infection and procedures for administering medication in an emergency are in the process of being updated. Thorough risk assessments and daily checks ensure the premises are safe. Fire drills are regularly practised with the children to ensure staff know what to do and children can be evacuated quickly and safely from all areas.

The quality and standards of the early years provision

Children enjoy their time at the nursery. Older children arrive confidently and greet their friends and staff. Key person systems help all children, particularly babies, to develop secure and trusting relationships with staff and each other. Children are confident and independent learners who benefit from daily routines, being able to select resources for themselves and choose what they want to do. Babies can pull themselves up on the low-level shelves and learn to stand, as well as choosing which toy they want to explore. Different fabrics and textures adhered to the surface provides an additional dimension for them to investigate. The light and airy room provides ample room for children to practise walking, crawling and

exploration. They enjoy cuddles with staff, playing peek-a-boo and experiment with the musical instruments at song time. Staff effectively establish daily sleep, feeding and toileting routines in cooperation with parents. Babies enjoy fresh air when they go for walks and play in the garden with the other children, which also helps with their transition into the older group downstairs.

Children play enthusiastically in the garden, manoeuvring wheeled toys around, playing games with staff or initiating their own obstacle course. There is a good range of resources for physical play, although the climbing apparatus offers limited extension for more able children. The vegetable garden is a new addition and children confidently explain that they have planted pumpkins, beans and strawberries. The garden is developing into an extremely effective learning space, although some opportunities are missed to maximise learning each day with resources to encourage mark-making, role-play or investigation. Young children become absorbed in water-play and learn how to pour and fill different containers.

Colourful displays of children's work decorate the indoor rooms which offer areas for different types of play. A dedicated role-play area is imaginatively resourced to encourage creativity or offer somewhere cosy to look at a book. Children move around with confidence and benefit from knowledgeable staff who support their play well. Older children help themselves to paper, glue and Sellotape to create their collage designs. Physical and social skills are refined as children work collaboratively creating elaborate structures with wooden blocks. Planned activities are used to introduce different experiences and staff facilitate individual learning. Staff support children well as they make their own playdough, experiment with melting ice and build sandcastles. They effortlessly encourage mathematical and communications skills as they play.

Consistent planning and assessment systems are being developed throughout the nursery, although, as yet, they are not consistently implemented when staff are less confident with tracking children's progress against the expectations of the early learning goals. Not all written records are fully up-to-date or accurately reflect children's level of development so that their next steps can be identified and incorporated into the planning. Instead staff rely on their good knowledge of the children to assist them in this process and offer appropriate challenges to support their development. Photos, observations and examples of children's work provide a colourful record of children's progress and demonstrate the breadth of activities offered across all areas of learning.

A healthy lifestyle is promoted within the nursery. Children enjoy nutritious home-cooked meals and healthy snacks which comply with their individual dietary requirements. Mealtimes are sociable occasions where they enjoy conversations together. Children learn to feed and serve themselves as they progress through the nursery. Staff are generally vigilant in promoting good hygiene routines with the children, although at snack time they do not always ensure that younger children have clean hands. Health and hygiene procedures are thorough and consistently applied in all other areas. Children learn about keeping themselves safe because staff help them to understanding what is expected and how to behave. Effective behaviour management strategies are developed with parents to ensure continuity in the approach used. Children benefit from the positive

relationships developed with staff and the frequent praise and encouragement they receive. They develop a strong sense of belonging as they participate in the life of the nursery supported by caring and dedicated staff.

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

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