

Kings Nursery

Inspection report for early years provision

Unique reference number 127306
Inspection date 06/07/2010
Inspector Karen Scott

Setting address King George's Playing Field Pavilion, Park Avenue,
Sittingbourne, Kent, ME10 1QX
Telephone number 07796 147043
Email
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kings Nursery opened in 1998. It operates from two rooms, one being upstairs, in a pavilion in a park in Sittingbourne. All children have access to an enclosed outdoor play area as well as the park. The nursery is open each weekday from 9am to 3pm, term time only.

The nursery is registered on the Early Years Register. A maximum of 46 children may attend the nursery at any one time. There are currently 75 children aged from two to under five years on roll, some in part-time places. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs, and those who speak English as an additional language.

There are seven members of staff, five of whom hold appropriate early years qualifications to at least National Vocational level 2, two are undergoing further training. The setting provides funded early education for three and four-year-olds and receives support from early years advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a safe and secure environment which they are very happy and proud to be part of. They are securing strong friendships and are making a positive contribution to nursery life. Toys and resources help children to experience learning in a variety of areas and children are beginning to develop skills for the future. Working closely with other settings and professionals helps the group to meet individual needs and promote an environment that is in the process of evolving to improve outcomes for the children that attend.

What steps need to be taken to improve provision further?

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

- consider how parents and carers can add to and develop their children's 'Learning stories' to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- ensure the written risk assessment covers everything children come into contact with, such as walks in the local area
- help children to further develop skills for the future by promoting their independence at snack time and expanding on the opportunities and resources available for role play.

The effectiveness of leadership and management of the early years provision

The group has clear policies, strategies and procedures in place to help them safeguard children from harm and ensure their well-being. The group takes steps to keep children safe, such as ensuring doors are locked, practising regular fire evacuations and by helping children to acquire the skills to keep themselves safe. Daily written risk assessments are taken and procedures are in place to keep children safe while using the playing fields. These procedures extend to when children are taken for walks in the local area, although they are not currently in writing. Effective steps are taken to keep children healthy and again staff cascade this to children, encouraging them to adopt a healthy lifestyle. Children learn about and appreciate the diversity within society by participating in a range of activities that bring learning to life. For example, they play musical instruments, dance and create pictures. The individual cultures of the families that attend are acknowledged and families are encouraged to share with the rest of the group and children are excited about bringing in items of interest. When children have English as an additional language the group learn basic words to help them settle. Adults have a good knowledge of children's backgrounds and needs and engage them in conversations that are relevant to them and children respond positively to this. The group ensures that children see positive images and play with toys and resources that reflect the diversity within society.

The group are going through a transitional period and are very keen to make improvements that will enhance outcomes for children. They work very closely with early year's advisors and all staff are involved in plans for improvement. Recommendations made at the last inspection have been addressed with positive outcomes. Planned changes are realistic and tackled in bite sized chunks as the group evaluates to ensure that changes are working. They listen to input from parents and carers and act on suggestions that they make. The group are aware of their strengths and areas for improvement and children are benefitting from a nursery that is evolving and therefore improving outcomes for them. Staff work hard to make the environment warm and welcoming for children. They support children as they play, extending their learning through questioning, for example. The group is committed to sustainability and promote their setting where possible. Staff participate in a wealth of learning opportunities, cascading what they have learnt to their colleagues. They liaise with other settings, taking on board ideas that will strengthen their practice and regular appraisals help staff to focus on developing good practice as well.

When children attend other settings the nursery works closely with them, sharing children's portfolios, in order that they work together to meet children's individual needs. When children receive additional support the nursery also liaises with other professionals involved, taking advice on how they can support children's development. Before children attend school the nursery meets teachers and shares records of transfer with them, helping them to prepare for children's progression to school. Joined up working is helping children to progress through the developmental stepping stones. Parents and carers feel that they are kept informed about the nursery through regular newsletters and contact books which

they particularly appreciate as they tell them about their child's day and what activities they have enjoyed participating in. Parents and carers are encouraged to write in them, to enable a two-way flow of conversation, and when they do, staff answer their questions. Children's portfolios are not easily accessible and although parents and carers are informed they may ask to look at them whenever they wish, many do not and they are missing out on sharing in their children's learning and adding their own input to it. Overall, parents and carers are happy with the care that their children receive and feel able to approach staff when they are welcomed into the setting at the beginning of each day.

The quality and standards of the early years provision and outcomes for children

Children are happy members of the nursery. They enjoy playing with the available resources and readily approach the staff for support when they require it. Children feel safe and secure in the company of the adults, trusting them to support them when undertaking new experiences. They show good awareness of safety, knowing, for example, that they hold onto the rails when walking downstairs and that they stay close to adults when playing in the playing fields. Before playing outside children put hats on, knowing that they wear them to protect themselves from the sun. They help themselves to tissues when they need them and dispose of them appropriately. Children know when they need to rest and take themselves to comfortable areas to recharge before joining in with play again. They help themselves to drinks of water whenever they need one and enjoy a range of healthy snacks. Children make choices from a range of fruits and vegetables, for example, and are encouraged to try new foods. They talk about their favourite foods and show awareness of what food is good for them. Children chose from milk and water and try to pour their own drinks but struggle to use heavy jugs. Lunchtime is a social occasion with children involved in much discussion. The outside areas are accessed daily and children participate in a range of activities when outside.

Children are well behaved, supported by caring staff who help them to think about their actions and the consequences. They are polite and considerate towards others, willingly sharing and taking turns. Children show a pride in their environment, helping to tidy away at the end of sessions, knowing where everything belongs. They enjoy sharing things of interest, such as favourite toys from home, and know that when an adult says something will be done tomorrow that it will. They enjoy taking home the nursery's teddy bear which has been on many holidays with children, making a connection between home and setting. Children enjoy sharing in the teddy's adventures. They have favourite toys and resources and requests for particular stories are met.

Staff make written and photographic observations which are stored in children's portfolios alongside some examples of children's artwork. When children leave they take them with them and they are a valuable reminder of their time at Kings Nursery. Observations are beginning to be used to assess children's stages of development, to monitor where they need further support and what activities they enjoy playing with in order that staff can support and extend children's

development in all areas of learning. An 'All about Me' section helps staff to meet children's individual needs when they first start at the group. Staff know what children like playing with and make sure those resources are available. Children make choices about what they play with and staff make changes when resources are not being used as well listening to children's requests. Children are developing skills for the future, such as developing their counting skills through play and welcoming visitors to the setting such as fire-fighters and the police. Although plans are in place to introduce more programmable toys, currently choice is limited. Children act out a range of experiences when playing with small world toys such as trains and cars but their experiences in the role play area are limited.

Children enjoy looking at a range of books in comfortable areas, having their favourite stories which they know very well. There are opportunities for them to practise their pre-writing skills and to recognise their names. Children are helped to recognise numbers through practical games such as Hop-Scotch and count when playing with blocks, for example. Children construct with a wide range of objects, making identifiable constructions which they are very pleased with, taking pride in their achievements. There are many opportunities for children to explore the properties of things such as bubbles and ice. Children also enjoy exploring the local environment and resources such as binoculars and magnifying glasses are easily accessible to them to support them in this. They also grow and take care of plants. Children are keen to learn about what they are playing with. For example, when playing with dinosaurs they ask what they are called. Children have access to a diverse range of musical instruments and enjoy making sounds. They enjoy dancing to music too. Children paint daily and all artwork is individual to the child that created it. Daily opportunities for outside play enable children to develop their gross motor skills. Children are competent users of scissors as they receive much support by adults to develop this skill at activities that interest them.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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