

Kingston Day Nursery

Inspection report for early years provision

Unique reference number EY288697
Inspection date 08/09/2010
Inspector Glenda Pownall

Setting address 49 Lower Kings Road, Kingston upon Thames, Surrey, KT2
5JA

Telephone number 0208 974 9773

Email

Type of setting Childcare on non-domestic premises

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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

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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.

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Description of the setting

Kingston Day Nursery is one of many nurseries run by Asquith Court Nurseries Ltd. It opened in 1994 and operates from a converted chapel in a residential area of Kingston upon Thames, Surrey. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 72 children may attend the nursery at any one time, but only 30 of these may be under two years of age. The nursery also offers care to six children on the Childcare Register. There are currently 85 children on roll and all children are in the early years age group. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 19 staff. The manager and 16 staff hold appropriate early years qualifications. There are five staff working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong leadership and management ensure children's care, learning and development needs are met well. Children appear happy and make good progress in their learning. The caring and enthusiastic staff team are a notable strength of the nursery. All required policies, procedures and documents to support the safe and efficient running of the nursery are in place and generally contain all the required information. However, the setting is in breach of requirements with regard to risk assessment documentation. Improvements have been made to the outdoors environment since the last inspection. The nursery demonstrates the capacity and willingness to make continuous improvement in order to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment clearly states when it was carried out, by whom and the date of review
- 22/10/2010

(Documentation).

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

- develop further the planning for the outdoor environment to ensure there is a good balance of adult-led and freely chosen activities
- review the organisation of the initial session after lunch in the pre-school room to ensure that all children are able to enjoy the activities they are participating in.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well through robust recruitment and vetting procedures and good systems, to ensure that ratio and qualification requirements are met. Staff have a firm understanding of the procedures to follow, in order to protect children and designated staff have attended safeguarding training. Staff are vigilant of children's safety and undertake daily checks ensuring children play in a safe and secure environment. Risk assessment records are in place covering all aspects of the nursery environment. These are regularly reviewed and more often when required, such as to meet the needs of individual children. Not all of the risk assessments document recorded when they were undertaken, by whom or the date of review.

The manager has a very good understanding of her role and responsibilities and values her staff team. Monthly supervision meetings, appraisals and training enable staff to reflect upon and develop their professional practice. Staff work well together and talk enthusiastically about their work. They provide an inclusive environment for all children as they have a good knowledge of the individual needs of each child. There is a focus in the nursery on improving outcomes for children. Staff are aware of how to contribute towards the nursery's self-evaluation process. All recommendations made at the last inspection have been improved upon. The nursery continues to look for new ways to encourage more parents to take a more pro-active part in contributing towards their child's 'Incredible learning journey' journal.

Parents are very happy with the care their children receive. They speak highly of the caring staff and value the key person system. The nursery maintains effective partnerships, as there is a good exchange of information using white boards, notices, newsletters and discussions between parents and staff. This promotes continuity of care for children. Parents are able to view their child's learning journal at anytime and regular parent evenings throughout the year provide further opportunities for them to discuss their child's progress. This supports children's learning. The nursery establishes good links with other settings and schools children attend or move onto that deliver the Early Years Foundation Stage. A variety of valuable methods are used to share information about individual children including the use of a diary, photocopies of observations and planning for the

child, and the key person visiting the other setting. This promotes the integration of education and care for children.

Resources are effectively stored at low-level enabling all children the freedom to make independent choices. Children participate in recycling projects and the nursery has joined the local resources sharing centre. This helps children develop awareness of sharing and reusing resources. Staff are very well deployed in all the childcare rooms to support children's learning. After lunchtime, the pre-school room is quite noisy and this detracts from the pleasure some children experience when participating in quiet activities such as listening to stories and using the laptop.

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

Experienced and knowledgeable staff support children well in their learning. In the indoor environment staff sensitively work alongside children to ensure they enjoy and are challenged by the activities they participate in. Outside staff tend to take on a supervisory role and generally do not lead planned activities to promote particular aspects of learning. This means in this environment there is not a balance of adult-led and child-initiated activities. Nevertheless, children do have fun in the garden developing their large muscle skills. For example, pre-school children initiate their own play running around, following each other on wheeled toys, and climbing the rope ladder. Occasionally planned activities outdoors do have sufficient staff involvement and these engage children. For example, staff demonstrate to children how to play hopscotch and support them to practice their counting and number recognition skills. They extend the activity to encourage children to identify what number comes next.

Staff make and record observations regularly of children as they play. They use information from the observations to plan daily activities to promote children's next steps in their development. The nursery system is enhanced by the local authorities 'Moving on' system which supports staff in tracking children's progress towards the early learning goals. Children access a good range of activities covering all areas of learning which are appropriate for their age and stage of development.

Children in the nursery room enjoy sorting frogs into matching colour pots. They self-select shakers and jump a round singing to themselves. They thoroughly enjoy action songs and smile as they jump up as 'dingily dangly scarecrows'. Young babies enjoy exploring objects of different materials and textures. They pull themselves up on the mirror and begin to become aware of themselves as staff talk to them about what they see. In the toddler room children manoeuvre cars along a garage and then hold to their car and talk to it as a telephone. Staff respond positively to their imaginative play developing self-esteem. With good staff support, toddlers persevere to develop their small muscle skills as they manipulate

pieces into the shape sorter. Pre-school children are adept at using the touch pad on the laptop to complete computer programs. They join in adult-led games to develop their knowledge of initial sounds of words. When they felt a few spots of rain in the garden, they pick up a rake, press an imaginative button on the handle and hold it over their head saying it is an umbrella to keep them dry. This demonstrates knowledge of the world around them and creativity. Staff are keen to provide different experiences for children, for example, children in the nursery experiment with mash potato and thick custard in the sand tray.

Children demonstrate that they feel safe and secure within the nursery environment. They are confident to talk in front of small groups and to visitors to the setting. Babies snuggle in to staff for a cuddle. New children to the setting are well cared for and are given comforters and cuddles. When a new child looks a little lost staff lead them to the sand pit to play. Children think about their own safety and limitations as they climb up the rope ladders. Staff use simple explanations to help children think about keeping themselves and others safe, such as reminding them to be careful of other people's toes when moving their chairs.

Children in the pre-school room independently adopt good hygiene habits such as washing and drying their hands at appropriate times. The risk of cross-infection is minimised by staff following effective hygiene procedures when changing nappies. Accident records are tracked to identify any patterns that can be reduced to prevent repeat accidents. This supports the wellbeing of children. All children have constant access to drinking water. Children learn about healthy eating as they tuck into freshly prepared and nourishing meals. Babies have their individual needs met as they are fed according to their own routines. Children also have outings to local parks to further their physical development experiences.

Staff act as good role models to children. They listen to them and value them and respond positively to the sounds young children and babies make. Children behave well. They are kind and considerate to others and readily take turns as they work together on construction activities. They talk readily about the friends they have made in the nursery. Children enjoy their learning and develop good skills for the future. They participate in activities that celebrate their own customs and festivals and in turn learn about those that are important to their peers and staff. There are effective procedures in place to support children with English as an additional language.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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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