



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141837

DfES Number: 522919

INSPECTION DETAILS

Inspection Date	21/01/2004
Inspector Name	Audrey Temple

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kingston Day Nursery
Setting Address	13 Winchester Circle Kingston Milton Keynes Buckinghamshire MK10 0BA

REGISTERED PROVIDER DETAILS

Name	Milton Keynes Council Learning and Development Dir
------	--

ORGANISATION DETAILS

Name	Milton Keynes Council Learning and Development Dir
Address	Saxon Court, 502 Avebury Boulevard Milton Keynes Buckinghamshire MK9 3HS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kingston Nursery opened in June 1992 and is managed by Milton Keynes Council. The nursery is registered to care for a maximum of 60 children aged from three months to five years. They currently are restricting numbers to 45, to meet local needs.

The nursery is situated close to a shopping and community centre, central for the city centre and motorway. Children who attend come from a wide area, some attending for sessional care and some full day care.

The Manager is qualified to level 3, and has a deputy and 11 staff. All staff have a range of suitable qualifications and experience of working with young children. The nursery receives education funding for three and four year olds and there is a designated worker for children with an identified special need.

There are currently 50 children on the role.

How good is the Day Care?

Kingston Day Nursery provides good care for children. All aspects of the provision are well organised, effective use is made of the staff and resources to ensure that all children are well cared for. The children have easy access to equipment and good use is made of the space available. Staff are qualified, they are familiar with the routine and with their responsibilities.

There is a range of procedures and safety measures in place to ensure children are protected and safe and the premises do not pose a hazard. Most areas for promoting children's health are good, but some need improving. Staff have an understanding of child protection issues, and effective procedures are in place to report concerns.

Staff work well with the children; they keenly interact in their play and spend time developing trusting relationships. They know the children well and take account of

individual needs. Staff are skilful in managing children's behaviour, and in developing children's confidence and independence. Staff acknowledge children's differing backgrounds and encourage a greater understanding of the world around them.

Parents are provided with a range of written and verbal information about their child and the care it has received. The policies and procedures are reviewed regularly, and staff and parents are kept informed of any changes.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Good use is made of space, resources and equipment to give children a stimulating and interesting range of activities and experiences. There is suitable provision for children to play, relax and learn in a comfortable environment.
- Staff have a good rapport with the children and interact well in their play. Children are free to select their activities and staff support them and encourage their development through asking questions.
- All staff hold a childcare qualification and their induction programme is effective. Staff are deployed well throughout the nursery and exceed the minimum ratios required. Planning and routines are well organised.
- The children are well occupied, they are given plenty of praise and encouragement and respond well to the boundaries that are set. The staff's behaviour management strategies are sensitive and age-appropriate.
- The meals offered are healthy and nutritious, and staff have regard to children's specific dietary requirements. Children are offered second helpings to ensure that their appetite is satisfied. Staff sit with the children at meal times, and talk to the children about their day.

What needs to be improved?

- hygiene, ensure that staff are aware of and follow the procedures.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure staff are aware of all areas of good hygiene practice.
7	Complete risk assessment on storage of toothbrushes.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Kingston Day nursery provides generally good nursery education. The children are making very good progress towards four areas of learning and generally good progress towards language, literacy and communication and mathematical development. Opportunities are limited for children to write for different purposes and to describe position. The children are becoming confident and independent, they are well motivated and behave well.

The quality of teaching is generally good. The staff work well as a team, they are conscientious and enthusiastic. The staff plan interesting activities. All of the staff have a basic understanding of the foundation stage. They are not confident in using the stepping stones especially when planning or assessing how to help individual children progress to the next stage. The staff evaluate their own work and make the necessary changes. The staff and children have good relationships and enjoy their sessions together. The staff are supportive and know each child's needs well. They offer interesting and exciting activities that keep the children motivated and stimulated.

Leadership and management are generally good. The management encourage staff to attend further training to enhance their learning. The staff have regular supervision and appraisals with the manager. Staff meetings are held every six weeks. The manager carries out her own evaluations of the provision and listens to parent's contributions. There are no formal written evaluations from the parents.

The partnership with the parents is generally good. Parents and staff exchange information daily about the children verbally, parents also receive a written report every three months and are offered an interview with the key worker twice a year. Parents take an active role in the written assessments and state their views. Parents have access to good quality information about the curriculum, activities and items of interest.

What is being done well?

- There is a happy lively atmosphere. Relationships between the staff and children are relaxed, the children are eager to learn and are becoming confident and independent. The children choose activities they want to take part in and approach members of staff eagerly to ask questions and join in discussions.
- Children are motivated to learn through activities that are interesting and fun, they build on their interests, they are set challenges that they enjoy. The visit from the diver fired their imaginations and initiated several activities, the children enjoyed creating their own "sea scape".
- The staff have realistic expectations of the children's behaviour, children

respond well, their behaviour is good.

- The rooms are set out attractively and resources such as the home corner, which doubles as a submarine, are used well. Children are able to have free access to a wide range of activities, to make their own choices and express themselves freely, these include the mark-making table, various construction sets and musical instruments.

What needs to be improved?

- training for staff, so that further knowledge can be gained in the foundation stage and stepping stones, to enable them to use them more confidently
- assessment records of the children linked to the stepping stones, so that individuals can be helped onto the next stage of learning
- opportunities for children to use emergent writing in every day situations to make their own marks and records.

What has improved since the last inspection?

The progress made by the nursery in addressing the points in the last report (January 2000) is generally good. The programme for communication, language and literacy needed development. The quality and suitability of the books are good, there is plenty of provision for innovative role play and the staff have an effective knowledge of the teaching methods needed. There are limited opportunities for children to develop writing for a variety of purposes.

The methods of recording observations, making assessments and drawing up plans, were to be revised. The children's record of achievements, and ways of recording observations has been changed, and in most areas works well.

Plans have been changed to reduce the amount of recording, and evaluations are carried out of each activity.

Creative activities suitable to children's abilities needed to be developed, to include opportunities to play musical instruments. The children are offered a wide range of creative activities, with consideration given to each child's abilities. The musical instruments are now available all the time.

The children are now offered a wider range of experiences in communication, language and literacy and are able to express themselves creatively. These activities are planned and monitored to ensure the children's individual progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are confident, enthusiastic and eager to learn. They are becoming independent and work out solutions to problems; how to carry sand from the sandpit to water tray. The children choose between activities, select resources for themselves and learn to take care of personal needs, they dress themselves, wash their hands and brush their teeth. The children are considerate of others, they are learning to take turns and share. The staff know the children well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

The children are confident speakers and chat freely with adults and each other. They ask questions and are learning to negotiate. They enjoy listening to stories and are able to concentrate. They are discovering that books can be used as a source of reference as well as for stories. Children are able to recognise their own first names and are beginning to write these correctly with well-formed letters, however, opportunities for children to write for different purposes are not available daily.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children benefit from individual support to help them count to ten and to recognise shapes, colours and sizes. Language to describe position is not used. Children are learning how to use numbers in every day situations and to calculate; they lay the table for lunch and collect the correct numbers of chairs. They are able to recognise similarities in patterns and to copy them. Children are beginning to have an awareness of weight and capacity through sand and water activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

The children take part in a variety of experiences; gardening, caring for pets and inviting interesting people to introduce new experiences, including a deep sea diver. The children are able to explore and investigate a wide range of objects and materials, selecting appropriate resources with growing confidence. The children have the opportunity to use everyday technology; the computer and tape recorder. Festivals and traditions are celebrated enthusiastically.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

The children move confidently and safely with good co-ordination and spatial awareness both indoors and out. They regularly attend the local gym for instruction and fun, and use the outside area daily to practice skills including pedalling and balancing. Children are developing fine motor skills and hand eye co-ordination through a variety of interesting activities, they learn how to use scissors, pencils, paintbrushes and cutlery with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>The children enjoy the role play activities which are varied in line with the theme. The submarine and diving equipment stimulate a lot of imagination, discussion, negotiation and fun. Children use musical instruments as they wish, they enjoy singing well known activity songs. They are able to express their ideas through a variety of media that is readily available to them. Their work is displayed within the nursery, which provides the child with a sense of achievement.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staffs knowledge of the foundation stage and stepping stones by providing training
- improve assessments records to provide a clear link with the stepping stones and early learning goals
- increase children's awareness of the different purposes for writing.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.