

# James Kane Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	144685
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Linda Coccia

<b>Setting address</b>	James Kane Nursery, Tyers Terrace, London, SE11 5LY
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<b>Type of setting</b>	Childcare on non-domestic premises

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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*.

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## **Description of the setting**

James Kane Nursery is managed by a management committee and has charitable status. It opened in 1994 and operates from purpose built facilities which are attached to the Apostolic Church, situated in Kennington, in the London borough of Lambeth. There is one large playroom for babies and toddlers downstairs plus a separate sleep area. Upstairs there are two further interconnecting rooms for children over three years of age. Children have access to secure outdoor play spaces.

The nursery is registered on the Early Years Register. A maximum of 49 children may attend the nursery at any one time. There are currently 27 children on roll. They range from six months to five years. Children aged three and four years receive funding for nursery education. The nursery has procedures in place to support children with special educational needs and/or disabilities. There are also procedures in place to support children who speak English as an additional language. The nursery is open each week day from 8:00am to 6:00pm for 51 weeks of the year.

There are currently 15 members of staff including two apprentices, a bank member of staff, the manager, the cook and cleaning staff. The manager has a degree in Childcare and Education and has Early Years Professional status. The staff who work closely with the children hold recognized childcare qualifications to National Vocation Qualification level 2 and above. The manager works closely with the Early Years Children and Young Peoples Service.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides good quality care for children. The children's relationships with staff are strong. The nursery is outstanding in its efforts to help children enjoy their play and achieve well. Overall, the nursery is meeting the needs of the children well. The manager has addressed a number of recommendations made at the last inspection which demonstrates that the nursery is able to maintain continuous improvement.

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

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

- reinforce the documentation provided for parents to explicitly recognise and value the hard job in which they are engaged and their role in children's development and learning.

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

The manager organises the setting very well. She uses the setting's rigorous and robust staff recruitment and vetting procedures to ensure staff are suitable to be with the children. She looks for qualified staff but also ensures that applicants show an affinity with young children. This means that children are cared for by people who understand how they develop and learn. Staff have all completed Criminal Record Bureau checks which are fully recorded on a list in the office. Good risk assessments are carried out regularly on the premises. Separate assessments are carried out for outings and visits. Appropriate safety and security equipment is in place throughout the nursery. All regulatory paperwork is well maintained, such as, the children's individual health records. Good procedures are in place to safeguard children, therefore, children's well being is promoted.

The manager is consistent in her evaluation of the service offered to parents. She has listened to the comments made by staff in their own evaluations and has taken on board written comments from parents in questionnaires which are sent out annually. From these she has formulated some good action plans to further improve the nursery. For example, she continually assesses the enjoyment factor for each child to ensure that individually they are achieving well. This means that children are regularly introduced to experiences that interest them and have meaning for them, such as, a cultural celebration. The manager considers her staff to be a valuable resource. She encourages them to attend workshops and courses to further their professional development and to further their knowledge of the children and their development processes. Staff are deployed effectively around the building and staffing ratios are maintained. The play areas are functional and comfortable for the children and resources are used flexibly. The nursery has a qualified Special Educational Needs Co-ordinator who assesses any children with special educational needs and/or disabilities for any additional services that may help their development. There are currently no children who fall within this category attending. Neither are there any children who speak English as an additional language. The manager is able to sign in Makaton. The nursery is situated in an area with wide cultural diversity. There are many positive images of race, culture and disability displayed throughout the nursery both in pictorial images and in the toys used everyday. This means that children learn that people are different.

The nursery has good links with Lambeth's inclusion team who are situated at Vauxhall Children's Centre. They pay regular visits to the nursery offering qualified teacher support for staff. No child attends any other Early Years Foundation Stage provision therefore the partnership procedures are not currently in use. The nursery has good links in the community and children are regular visitors to local shops, the library and post office where they can post letters to their parents. Children know their community well. Parents are invited to the setting on a regular basis to discuss their child's progress. Very occasionally home visits have been arranged. From comments seen in the latest questionnaires the majority of parents report that they are very satisfied with the care offered to their children. They consider staff to be excellent role models for their children and are approachable at

any time. They also report that children are keen to talk about what they have done during the day and always ask if it is a nursery day as they are so eager to attend. However, some comments have been slightly negative. The manager has approached each parent to discuss their concerns which in turn has helped them to feel valued. Parents receive lots of good written information about the way the nursery runs as well as the daily verbal updates about how the children have been during the day. Overall, this shows that children receive good consistent care.

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

Children and parents are warmly welcomed onto the premises. They show they are happy to be there as they greet staff with smiling faces and offer staff welcoming hugs. They chatter about their home lives and their experiences outside nursery. The youngest children happily toddle off to play before parents leave. This all goes to show that children feel safe at the nursery.

Children are outstanding in their willingness to learn. This is because staff have an excellent understanding of how children learn and develop and are first class in challenging the children's thought processes. The Babies and Toddlers enjoy a large open play area. The majority of the floor is covered by soft flooring made up of large interlocking squares. They have a soft ball pool which they quite happily scramble into. They dress up in different ethnic costumes which they proudly parade around in. They use dough at small tables and have a wealth of push button toys to investigate. Despite all the activity the staff members provide a calm and peaceful atmosphere with different types of music. Lots of activities are done to music. For example, greeting the children as they arrive is conducted in song. This affects the children positively as it reduces the conflict issues that often arise. Children are calm and as a result are more open to learning. The older children who use the upstairs rooms can choose to play inside or outside. Many choose to spend a lot of time outside. There is a large covered area which allows them to comfortably use their books with their friends. The excellent home corner can be adapted to become other imaginary venues and a full range of craft equipment is readily available. The large construction blocks are a favourite with the children. They work together in an exemplary manner to construct items which extend their play and learning. For example, under the watchful eye of staff a large group of children attempt to construct a house. They used their problem solving skills to consider the size of the house in relation to the number of children building it. They used social skills to share the building of the house and discussed different aspects of the building, such as, the roof with staff. The children grow plants and vegetables to help them develop their knowledge of the world and use mini versions of exercise equipment to keep fit. If they choose to stay indoors they may help staff make play dough for everyone to use. The two to three year old children demonstrate very good memories and readily recall what ingredients they use to make play dough. They are allowed to explore and develop their own play. For example, one child matched single play dough shapes to a tray of shapes, sorting out which ones could be matched. The children are impressive in their open, confident attitudes, their exceptional ability to solve problems and their innovative

use of equipment.

The children are making outstanding progress in the stepping stones and many have reached the Early Learning Goals. The keyworker system which is in operation works exceptionally well because keyworkers know exactly what their individual key children are good at and are skilful at providing activities to further their interests. The children's learning journeys are excellent. They are initially compiled from detailed information provided by parents when children first start. Comprehensive observation and assessment help staff to identify each child's next steps which are incorporated into the weekly activity planning. The manager insists that each keyworker assesses and plots each child's progress in order to ascertain that all areas of learning are given equal consideration. She also monitors the observation records to ensure that children's abilities are being attributed to the correct age and stage of learning. This means that the children's achievements are acknowledged and affirmed. The children are developing an excellent range of skills for the future.

Children ably practise the nursery's good hygiene and self care procedures. They know why they must wash their hands at various times throughout the day. Many can take themselves to the toilet. They serve themselves their food at lunch time and able pour their own drinks. They can talk about food which keeps them healthy and know to rest after physical activity. Children are adopting a healthy lifestyle. The children interact well together. Toddlers show concern for each other by giving and receiving cuddles and hugs from their peers. The children are very good at co-operating with staff especially when tidying up. They are very good at taking turns and staff report that there are rarely arguments over equipment. Children are able to manage their own behaviour.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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