

Kings Road Nursery, The

Inspection report for early years provision

Unique reference number

EY224972

Inspection date

21/02/2011

Inspector

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Type of setting

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*.

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

The Kings Road Nursery opened in 2002; it is privately owned. The nursery operates from three main rooms in purpose-built premises in Richmond, West London. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to provide care for up to 40 children aged between three months and five years old. Currently there are 85 children on roll; of these 19 three and four-year olds are in receipt of government funding for nursery education.

The nursery is open weekdays from 8.00am until 6.00 pm all year round, excluding bank holidays. The setting welcomes children that speak English as an additional language and children that have special educational needs. There are nine members of staff that work with the children; all staff hold a relevant early years qualification at level two or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children at King's Road Nursery are happy, settled and very confident in their surroundings. They enjoy learning through the wide range of activities that are efficiently planned by the staff. The children are progressing well and are steadily progressing towards all of the early learning goals. The nursery recognises that each child is unique and has individual needs. The staff work in very close partnership with parents to ensure that the children's welfare needs are met. Although the nursery does not have any recognised systems in place for self-evaluation; the managers are very aware of their areas of strengths and have an accurate understanding of any areas for improvement. They have targets and aims for the future; the nursery has made effective progress since the last inspection.

What steps need to be taken to improve provision further?

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

- use the risk assessments to identify any potential hazards to the children such as the wooden parts of the climbing frame that require attention.
- develop secure systems for monitoring and evaluating practice to identify the nursery's strengths and priorities for future development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

All of the documentation, records, policies and procedures that are necessary for the safe and efficient management of the Early Years Foundation Stage and for ensuring the children are kept safe and their needs met are in place and well organised. Many of the policies and procedures, such as the safeguarding procedures, are displayed for parents. The staff are very confident in the procedures they must follow if they have any child protection concerns. All staff undergo rigorous vetting procedures and are not allowed unsupervised access to the children until these are completed. The nursery recognises the value of training and ensures all staff are appropriately qualified and attend on-going training to ensure their skills and knowledge are kept up to date.

Children play in a very well organised and extremely welcoming environment. They can freely access the well-planned and attractive outside play areas each day. The staff have risk-assessed all of the premises to ensure the children's safety; but some large play equipment in the garden requires some further maintenance. Children have access to a very wide range of age-appropriate resources. The playrooms and the outside areas are well organised, promoting the children's learning and exploration. The resources are stored so that the children can very easily select their toys and choose what they wish to play with which fosters their independence.

All children are valued and welcomed at the nursery; there are effective processes in place to meet the needs of children that speak English as an additional language or those that may have special educational needs. A well qualified Special Needs coordinator is in place; she works with other professionals when necessary. The keyworkers work very closely with parents to meet the children's individual welfare needs. There is an information sheet that is completed each day for the parents of the younger children; and the staff and managers are always available to discuss any issues with parents. Throughout the nursery there are well-presented displays and information for parents.

The nursery has met all the recommendations that were set at the last inspection and continues to improve. Although there are not any structured methods for the setting to use to monitor the quality of the provision, the staff meet regularly to discuss practice issues and they attend local cluster meetings. Questionnaires are used to find out about the parent's views on the provision that is offered and any improvements that they feel could be made.

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

The children appear very settled, happy and are growing in confidence at the nursery. They are progressing well in their learning and development. The staff plan interesting and worthwhile age-appropriate play activities both indoors and

outside. Mostly the children initiate their own activities but some adult-led group activities are planned providing a good balance. Staff observe the children at their play and record their progress and achievements in attractive learning journals. These observations are then used very effectively by the keyworkers to plan further enjoyable and challenging activities that develop the children's interests and move them forward; helping them to make good progress towards the early learning goals on an individual basis. The nursery ensures the children have good opportunities to develop their physical skills and confidence. The children play outside in the fresh air most days, they confidently explore the large play equipment. In the playrooms there is some more challenging large play resources for the children to use. Babies enjoy climbing up the 'steps' and in the other room the wooden play house with platforms is very popular. Children can take part in a weekly music and movement session from an visiting teacher.

The nursery provides the children with very nourishing and balanced meals and snacks; these are expertly prepared on the premises. Parents are able to discuss with the cook their children's individual dietary needs, for example, when babies are weaning. All special dietary requirements are well recorded and observed. The menus are displayed. All the children have access to drinking water throughout the day. the children rest and sleep according to their own individual needs. At meal and snack times the children are encouraged to be independent, to choose what they wish to eat, to serve themselves and to pour their own drinks. They follow good hygiene routines and understand why they must wash their hands. For example, before a cooking activity the children explained that they washed their hands because they must have clean hands for cooking because there might be germs on them. They discuss about healthy lifestyles in their daily activities. Very good procedures are followed to prevent the spread of infection, for example, the children use paper towels for hand-drying and the staff follow appropriate procedures if the children become ill at nursery.

Children begin to learn about the importance of keeping themselves safe. They discuss road safety in their activities and if they go on local walks. They know to keep the playrooms tidy so they don't fall over toys or equipment. They learn how to evacuate the nursery in an emergency by practising the fire evacuation procedures, but these are not carried out frequently enough to ensure all children take part. The children behave very well, they are well supported as good adult-child ratios are maintained. The staff know the children well and are aware of their individual likes and dislikes, They praise the children's achievements and encourage their appropriate behaviour. The children share and take turns and are beginning to learn to consider the needs of others. Through their daily activities, such as celebrating Chinese New Year or Mother's day , and through the resources they use, the children are learning well about diversity and the wider world.

The children's progress in communicating, literacy and using communication technology is developing well. They play alongside their peers successfully and are beginning to understand the need for co-operation with others. The babies are encouraged to be curious and active and explore their surroundings. These are skills that the children will need to support their learning in the future and help them to be active and independent learners.

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	3

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	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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