

Active Learning Kingston Nursery

Inspection report for early years provision

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Inspection date

09/03/2011

Inspector

ISP Inspection

Setting address

Victoria Hall, Victoria Road, Kingston-upon-Thames, KT1
3DW

Telephone number

0203 031 4700

Email

helen.murray@active-learn.co.uk

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.

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

Active Learning Kingston Nursery opened in 2008 and is situated close to Kingston Town Centre in the Royal Borough of Kingston-upon-Thames. It operates from a two-storey purpose built building with easy access to the ground floor. There is a disabled lift to access the first floor. There are different studio rooms used by children together with bathroom, kitchen and staff facilities. The nursery operates a free flow system where children move, with their mentors, to art and dance studios and a sensory room during the course of their day. Children have access to three fully enclosed outdoor areas for physical play. The nursery operates a web cam system in rooms where children play and in the playground areas. The nursery is open Monday to Friday from 07.30 until 6.30 for 51 weeks of the year. The nursery can support children with learning difficulties and or disabilities and are supporting children who speak English as an additional language.

The nursery is registered to care for a maximum of 98 children in the early years age group. There are currently 156 children on roll and 45 of these are in receipt of early years funding. The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are 23 members of staff, of whom 14 hold appropriate early years qualifications to at least National Vocational Qualification level two. Three members of staff are currently working towards a childcare qualification. They have one member of staff who have recently achieved Early Years professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Trusting relationships are established between staff and children and inclusive practice is promoted through the nurseries partnership with parents and outside agencies. Staff promote children's learning and development by planning for them as individuals, but some children's records are not kept up to date. Staff are on hand to support children's learning and to ensure children's needs are met. The manager strives for continual improvement by encouraging staff to embrace training opportunities and by involving parents evaluating practice within the nursery. Staff know how to safeguard children with their secure understanding of child protection issues and take measures to ensure children play in a safe environment. However, written risk assessments are not reviewed in line with legal requirements. The nursery has met the recommendation made at the last inspection.

What steps need to be taken to improve provision further?

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

- ensure risk assessments for the nursery are reviewed at least once a year or more frequently if the need arises (The Early Years Foundation Stage General Welfare Requirements - Suitable premises, environment and equipment)

24/03/2011

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

- develop systems to ensure children's learning and development records are kept up to date with observations from the six areas of learning and use these to analyse 'what next' for individual children

The effectiveness of leadership and management of the early years provision

Staff vetting procedures ensure only suitable people work with children. Fire fighting equipment is installed and regularly checked. Children take part in an evacuation practise to help them learn how to leave the building quickly and safely. The nursery undertakes risk assessments on the premises to identify hazards, but records show there was an 18 month gap between them being reviewed; this is a breach of regulations. Parent's written consent for children to go on local outings is in place and risk assessments are conducted for all outings. Children are learning to keep themselves safe as they follow the traffic lights set up in the playground to help them learn how to cross roads safely. Staff have a good understanding of child protection issues and as a result children are safeguarded appropriately. Guidelines, procedures and policies relating to safeguarding are accessible to staff and parents. There is a designated person for child protection appointed. All regulatory documentation is in place and used effectively to safeguard children. The nursery has policies and procedures in place and these are shared with parents through a parent pack issued when children first start at the nursery. Staff currently employed are experienced, dedicated and over half hold childcare qualifications.

Furniture, equipment and resources are of a high quality, suitable for the ages of the children and help support learning and development. Toys and activities are set out to attract children who help themselves from shelves and boxes. The deployment of staff is effective with specialist teachers planning stimulating and challenging activities for children of all ages. The environment is managed well and the accommodation is suited for it's purpose. Children's starting points are ascertained at the beginning of a child's journey through the nursery. Information sought from parents enable staff to build on children's interests and abilities. Children with English as an additional language are supported as parents are asked to provide key words. Visual timetables are used to help children settle into the nursery routine. The manager and leaders have identified areas for improvement in the nursery and have a vision for the setting. Staff are encouraged to embrace training opportunities and are regularly sent on courses, both externally and in-house to further their careers and improve outcomes for children. The manager

has evaluated her practice by seeking the views of parents, staff and children.

The nursery promotes inclusion through their excellent partnership with parents, who are kept informed about all aspects of their own children's achievements. This is done through daily verbal feedback from mentors and more formally at twice yearly meetings with mentors and specialist teachers. Progress reports are issued to parents once a year and children over the age of three have twice yearly reports issued. Monthly active mail newsletters are sent to parents via the email and hard copies are available in the foyer. Within these newsletters are details of events and nursery information, together with details of activities planned for each room by the specialist teachers. The nursery has established links with other childcare providers who share the care of the children. Information is exchanged to help continuity of care and learning. At the last inspection a recommendation was raised for the nursery to make sure children's departure times were indicated on registers; this has now been met. An action set after the inspection for the nursery to have written risk assessments for all outings undertaken with children has also been met.

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

Children really enjoy their time at nursery and are happy, confident and occupied. They leave their parents and carers without fuss and are eager to take part in activities set out in a stimulating learning environment. Challenging activities are planned for children as individuals, based on their interests and abilities and for most children next steps are carried into future planning. Written observations are made as children play and these help the children's mentors to plan for each child's next step of development. However, some children's files show regular observations have not been undertaken and next steps notes made by the teachers have not been implemented.

Children are joined by staff in their play who help children to achieve tasks. Staff are skilled at asking children open questions to make them think and children show growing confidence to speak up in small familiar groups. For example, children are shown photos taken by them when visiting the park. They are asked to recall who took the photo and what the picture represented. Children quickly call out and identify the pictures they took. Later they take part in an activity where they make frames for their pictures using recycled cardboard, gold and silver paints and textured materials for decoration.

Children make a positive contribution to the nursery as they are well behaved. They work together, cooperating with each other during group work such as ballet and music lessons. For example, children are asked to form a line and pretend they are a train, with each one of them becoming a carriage. They line up with the engine driver at the front and move around the room to music making 'choo choo' noises and moving their arms like the wheels of a train. Children use technology during their time at the nursery, accessing programmes on the computer that relate to activities they have done earlier in the day. For example, children access

a pancake programme where they have to put pancakes into a frying pan using the mouse to accurately achieve their target. Earlier they made pancake mix and ate pancakes as part of their cookery class. Children have exciting activities spontaneously organised. For example, children showed an interest in the bear hunt story and a real bear hunt was organised with the bear hidden in various places in the nursery. Children took torches and searched for the bear taking photos of him when he was found. A wall display shows the bear in lots of different places around the nursery and even cleaning his teeth in one of the bathrooms. This caused a child to protest he was using her toothbrush.

Children learn about healthy eating as they experience well balanced meals and snacks. The nursery uses organic food and fresh vegetables are served with every meal. Children help themselves to water from jugs left on the side and younger children's beakers are frequently refreshed. Children follow routines of hand washing before meals and after using the toilet and each child has their own mug with a toothbrush and toothpaste ready to clean teeth after meals. This helps them learn about good hygiene practice. Daily opportunities for exercise are available in the outside area where children develop skills in pedalling, manoeuvring, climbing and balancing. The outdoor area is an important part of nursery life and children have many opportunities during the day to go outside where learning is extended. For example, children feel their chests after running to see if their hearts are beating faster and put plastic ducks on their tummies to watch them go up and down as they breathe. Skeletons are shown to children and staff discuss the effect good food and exercise has on our bones.

Children learn about diversity at the nursery and have access to a selection of resources that reflect other cultures and people with disabilities. Children experience the celebration of festivals like Diwali and Chinese New Year and staff contribute to these festivals. For example, a Hindu staff member came in traditional dress and taught children some dances associated with Diwali. A parent came in to share Hanukah with the children by reading stories and explaining what they do at home during this time. She played a music CD to children, taught them dance and song and showed them photos of the events that take place.

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	1
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	1

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	1
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as shown in the early years section 24/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as shown in the early years section 24/03/2011