

Kingsmeadow Day Nursery

Inspection report for early years provision

Unique reference number	EY348316
Inspection date	15/06/2011
Inspector	Jane Nelson

Setting address	Kingsmeadow Day Nursery, 75 Hampden Road, KINGSTON UPON THAMES, Surrey, KT1 3HG
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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*.

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Description of the setting

Kingsmeadow Day Nursery opened in March 2007 and operates from a single storey building located in Kingston-upon-Thames, Surrey. The premises comprises of three main play rooms, a separate dining area where meals are eaten, and use of an adjoining hall where soft play equipment is set out daily. There is access to an enclosed outdoor play area. The nursery is situated in a residential area on the outskirts of Kingston town centre and opens from 8am to 6pm each weekday for 51 weeks of the year, excluding Bank holidays.

The nursery is registered on the Early Years Register to care for a maximum of 45 children. There are currently 55 children aged from three months to under five years on roll, some in part time places, of these 31 children aged three and four years receive nursery education funding. Systems are in place to support children with English as an additional language and children with learning difficulties and/or disabilities.

There are nine members of staff working at the nursery, including the owner and the manager. The manager has an Early Years Degree and has recently achieved Early Years Professional Status. Four members of staff hold appropriate early years qualifications to National Vocational Qualification (NVQ) level 3, one member of staff has an NVQ Level 2 qualification, one member of staff is working towards a qualification, and two members of staff are unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and interests are reflected in the nursery's daily routine, encouraging all children to participate in activities at their own pace. The use of self-evaluation is effective in reflecting on where improvements have been made and identifying future development. Partnerships with parents and carers are strong and result in information being shared well. Partnerships with other settings and professionals involved in children's care are a developing strength of the setting. Most requirements are met.

What steps need to be taken to improve provision further?

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

- ensure Ofsted are informed of any change to the person who is managing the early years provision within the required time frame (Suitable People).

29/06/2011

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

- develop the use of the garden area, and review planned outdoor activities to make sure all the necessary equipment and materials are available for children's use
- extend the effective systems already in use, for example encouraging children's awareness of different languages, and the creative use of photographs of children and their families, to all areas of the nursery and monitor that these are implemented consistently.
- review the organisation of snack time to provide continuity and a familiar routine for all children

The effectiveness of leadership and management of the early years provision

Staff understand their own and the manager's responsibilities relating to safeguarding children. They know the procedures to follow if concerns arise, or should an allegation be made relating to a member of staff. Some staff and the manager have attended training relating to safeguarding. Recruitment and vetting procedures are in place and implemented to establish that members of staff are suitably qualified and vetted. The required records relating to risk assessments are maintained and regularly reviewed. Records reflect that daily checks to monitor safety on the premises are carried out.

The manager, who is newly in post, and the proprietor are each clear about their respective roles in the nursery and both share the vision for areas where improvement is needed. A good commitment to ongoing improvement is demonstrated, for example, the manager, who was previously the deputy, has recently achieved the Early Years Professional Status. Recent improvements and changes have been implemented, such as, reviewing and updating policies and addressing issues highlighted during previous inspections, visits from Ofsted, the self-evaluation process and through support from the local authority. The required records and documentation are maintained and most requirements are met, although Ofsted have confirmed they have not received the required information informing them of the change of manager, which is a requirement of registration.

The manager and staff team know children and their families well and share a commitment to helping all children to make good progress in their learning and development. The staff team are suitably deployed to meet children's needs and members of staff are affectionate and supportive in their interaction with children. The nursery is well resourced with a good variety of different play materials relating to the individual ages and stages of development of children in each room. The garden area is used daily for planned sessions of outdoor play. Activities and equipment are set out in the garden prior to use, however on occasion, the protective clothing needed for a water activity is not available and although children have great fun with the water and bubbles, some children get very wet and uncomfortable resulting in a change of clothing being needed.

Good relationships with parents and carers are built. Information is obtained when

children first start at the nursery about individual preferences, family composition and important people in children's lives enabling staff to plan according to individual needs. Creative strategies reflecting children's families, such as, family picture boards, and family pages in a laminated book, are used in the older children's room, strengthening links between home the setting and promoting discussion. Although not all these strategies are yet implemented in the rooms where younger children are cared for. Staff record observations and children's progress in their individual learning journeys and use these as a focus for individual planning for children. Families are encouraged to take home their children's learning journeys to read and contribute to. Some families have included written observations and photographs of things children have enjoyed doing at home. Parents are pleased with the care provided and praise the staff and manager, commenting on recent improvements. Partnerships with other professionals and settings are a developing strength of the nursery and make a strong contribution to children's achievement and well-being. In particular links are being built with local schools where older children will be transferring to in September, and some exchange visits have taken place. Effective relationships are built with other professionals, such as, local health visitors.

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

Children are happy, demonstrate they feel safe and secure with staff, and enjoy their time at the nursery. A good range of activities and experiences are provided that encourage children's learning and development well and are helping to develop skills they will use in the future. Children have great fun socialising with each other, are building meaningful friendships and are busy and interested in their play and learning. Children receive positive interaction with staff, who are affectionate, encouraging, and know children well. Children generally behave well, when disputes do occur, children are encouraged to share, take turns and apologise to their friends.

A calm and gentle atmosphere is created in the baby room, where soft cushions of different textures are positioned on the floor, mirrors and bars are fixed at child height and low storage units are positioned so that babies can reach inside containers and help themselves to play materials. Babies, vocalise, smile and proudly pull themselves up on bars and furniture. Babies crawl inside a large mirrored triangle shaped structure and vocalise excitedly when they see each other's full size reflection in the mirror. Children in the toddler room enjoy outdoor play, where they explore gloop made from mixing corn flour and water. They run their hands through the mixture and watch it settle on the top of their hands and drip off their fingers. Children are learning to negotiate space as they ride bikes, and use sit and ride toys. They build and construct using different sizes of wooden logs, singing to themselves as they work. Children in the preschool room are confident, they concentrate, persist with tasks and are excited as they play and learn. Children compare weight as they carry a large conch shell, carrying it carefully in both arms as it is very heavy, comparing it in size and weight with a very small shell, that they can pick up between their thumb and finger. They talk

about their own and each other's age and height, referring to who is the biggest. Older children are increasing their independence and being supported by practices that will be part of their daily routine when they start school. For example, they use the Smart board and consoles, confidently climbing on to a positioned bench so they can reach the screen and use the consoles to mark make on the large screen then wipe away their drawing when they have finished. Throughout the setting children enjoy using a range of good quality books. Children listen intently at story time in a large group and in small groups for impromptu stories, and help themselves to books independently sitting comfortably and quietly in the book area. Children join in with familiar phrases in stories and recall a fire fighter in a story is like the fire fighters who recently visited the setting with the fire engine.

Children gain an understanding of their own hygiene through daily routines, such as, hand washing before meals and after using the toilet. Photographic picture signs near the tissue box, remind children to wipe their nose then put the tissue in the nearby bin. Children enjoy healthy snacks of fresh fruit and their lunch of pasta and meatballs. Meal times are generally well organised although on occasion the organisation of snack time, in one of the rooms, results in not all children being clear when they can have their snack. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

Children experience the local community through visits to places of interest and people who visit the nursery, such as, a recent one from the local fire fighters. The wider world is reflected in resources, different writing patterns and languages that are displayed and seen by children daily. Some staff know a few familiar words in languages spoken by some families enabling them to share greetings.

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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	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

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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