

Katey's House

Inspection report for early years provision

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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*.

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Description of the setting

Katey's House was registered in 2011. It is registered on the Early Years Register to provide 34 places for children in the early years age group from birth to 5 years. There are 43 children on roll who attend a variety of sessions. The setting is in receipt of funding for free early education sessions for three- and four- year-old children. The premises are situated in a residential road close to the centre of Kingston in Surrey. The setting is open Monday to Friday, from 8.45am to 6pm during term time only. Children are cared for on both floors of the building. There are playrooms on both levels with direct access from one of the playrooms to an enclosed first floor roof terrace. There are toilet and nappy changing facilities on both floors. There are 12 staff working with children. Of these, 11 hold appropriate Early Years qualifications and one is training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise and promote the unique needs of every child and, overall, meet their learning and development requirements effectively. Children play in an inviting, secure environment. The strong engagement with parents and effective partnerships with other settings and professional agencies ensure continuity of care. The developing evaluation processes ensure the identification of weaknesses, the celebration of success and the maintenance of continual improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further opportunities for children to find out about and learn how to use information and communication technology
- develop further systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development, for example by seeking the views of children, parents and staff.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are made available to parents and effectively implemented. These ensure the very safe management and welfare of the children attending the setting. The staff have an excellent understanding of

safeguarding and know the procedures to follow if they have any child protection concerns. Thorough risk assessments are conducted for everyday use of the setting and daily outings.

Fire drills are frequently implemented and children have an excellent understanding of what to do in an emergency. All required documentation is in place to promote children's well-being and good health including accident records, medication administration and a complaints procedure. Highly robust procedures are implemented to ensure staff have checks and appropriate clearances to allow unsupervised access to children. A very safe arrivals and departures procedure ensures children are collected by authorised people known to staff.

The setting has developed effective systems for evaluating children's learning and welfare. Staff work closely to identify weaknesses through effective support from local authority Early Years advisors. However, views from parents and children are not yet fully used in the setting's evaluation processes. The setting has an ambitious drive towards continual improvement. All staff have a professional, pro-active and caring attitude towards the ongoing improvement of the setting to ensure outcomes for children are continuously promoted.

Children have easy access to a wide range of resources which enables them to take part fully in the setting's activities. However, although children play with various electronic toys and telephones the range of resources for information and communication technology is not extensive.

The experience and qualifications of staff contribute fully to improving outcomes for children. The setting promotes inclusive practice throughout the session. Children's background information is very well used to ensure their individual learning and care needs are provided for. Staff update their skills and knowledge and effectively support children to learn about and understand the society in which they live. Children have access to a good range of resources that reflect positive images of today's diverse society such as posters, dolls, books and role-play costumes. Staff members also bring first hand experiences from their home countries. Children learn about a range of festivals and cultures which help them understand the importance of celebrating differences.

The setting is committed to working in partnership with others and the manager takes a lead role in establishing effective working relationships within the local community. The setting has a positive relationship with parents. They are informed about their child's development through daily discussions and detailed contact books. Parents comment positively on the caring, welcoming ethos of the setting. For example, one parent stated, 'The nursery is like a home from home'. This effective liaison contributes to improvements in children's achievements, well-being and development.

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

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key person system to ensure good outcomes for children. Children are happy and settled in their environment. They are already familiar with the routine and layout of the setting. Children are confident to make choices from the toys available and move freely around the room. For example, a group of two-year olds move from constructing models to a painting activity to threading fabric. Staff have a clear respect for the children and make learning and development their main focus.

Staff are effective in promoting children's personal, social, emotional development and ensure that each child receives consistent encouragement and support to develop their confidence and communication skills. For example, one parent commented that their child had been shy and reluctant to participate when they started at the nursery, but after a short space of time they were expressing themselves creatively and communicating confidently. Children participate in a range of activities that encourages them to share and take turns. They play well alongside their peers, successfully understanding the need to cooperate. Children are skilfully taught by staff to become independent, inquisitive and active learners. For example, a group of three-year-olds ask a series of questions about the ingredients of their lunch to satisfy their curiosity.

Children enjoy sharing books and listening to stories. Younger children show great interest in books and will often imitate reading behaviour in preparation for their future reading and listening skills. Children use a range of materials for mark making to ensure they develop their fine motor and early writing skills. For example, children use a variety of objects and art materials for drawing, collage, printing and painting. Children use mathematical vocabulary freely and make good progress in problem solving, reasoning and number. For example, they measure their own height using terms to describe differences such as, 'taller, shorter, bigger and smaller'. Children are developing skills for the future as they use electronic toys and telephones. However, the range of resources for information and communication technology has been recognised by the setting as an area for further development. Children enjoy the excellent creative opportunities available. Staff engage with children skilfully by extending, supporting and questioning their creations. For example, children experiment with colour while painting bees. Staff and children talk about their work, their colour choice and their own experiences. Children take part in daily outings to the nearby park and river which ensures they develop physically by regularly exercising and by having opportunities to investigate the world around them.

The staff plan for individual children's learning through a flexible planning system which links closely to the children's profile which includes observations of achievement, references to areas of learning and the stages of development. However, the recently introduced planning system is not yet fully embedded, leading to some inconsistencies in tracking children's progress within the Early Years Foundation Stage. All staff have input into the planning to ensure the next

steps in learning for individual children are identified and linked to the learning intention of the activities provided. Therefore, a high priority is given to promoting children's individual learning patterns, interests and favourite activities.

Children's understanding of hygiene practices is promoted well. They know the reason for washing their hands before eating, preparing food and after toileting. Older children confidently use the bathroom by themselves and staff are on hand to assist younger children with toileting. Staff implement effective procedures for changing nappies and clothing when required. Children have an excellent understanding of how to promote their own safety and that of others. For example, they explain the rules for walking around the premises and on outings to their peers, younger children and visitors to ensure everyone is safe. Staff act as excellent role models by valuing the children and treating them with respect. Children's behaviour is exemplary. They are kind to each other, give their peers opportunities to talk and answer questions, listen and follow instructions.

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	1
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	1
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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