

Kingswood Day Nursery

Inspection report for early years provision

Unique reference number EY283772
Inspection date 15/11/2011
Inspector Kathryn Clayton

Setting address David Lloyd Leisure, Gibraltar Road, Kingswood Retail Park,
HULL, HU7 3DB

Telephone number 01482 838850

Email

Type of setting Childcare - Non-Domestic

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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

Kingswood Day Nursery is part of a national chain of privately managed by Asquith Nurseries Limited. It opened in 1999 and operates from six self-contained rooms which are sited in the David Lloyd Leisure Centre, on a large industrial estate in Kingswood, east Hull. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of 85 children at any one time. The nursery is open each weekday from 7.30am to 6pm for most of the year and includes a service for parents who use the leisure centre. There is an enclosed outside area for all the children to access.

There are currently 143 children aged from birth to under five years on roll, some of whom receive funding for nursery education. The nursery supports children for whom English is an additional language and those who have special educational needs and/or disabilities.

The nursery employs 35 staff, 31 of whom hold early years qualifications to at least level 3. The nursery has completed the Quality Counts Accreditation Scheme and holds level 1 of the local authority quality assurance scheme, 'Steps to Quality'. They are members of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kingswood Day Nursery provides a stimulating, warm and welcoming environment where children make good progress in their development and learning. For the most part, children's individual needs and their good health are effectively met. Safeguarding procedures are extremely thorough and promote children's welfare very successfully. The setting use reflective practice very well and this helps to drive forward continual improvements. Excellent measures are used to develop strong partnerships with parents, other agencies and providers, which effectively promotes children's learning and well-being.

What steps need to be taken to improve provision further?

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

- improve the monitoring and identification of children's drinks to ensure they drink from their own cup
- ensure staff deployment promotes all children's equal opportunities for outdoor play.

The effectiveness of leadership and management of the early years provision

There are an excellent range of policies and procedures well known to staff that support the smooth running of the nursery. Children attending the nursery are very effectively safeguarded because staff have a comprehensive awareness of safeguarding issues. They have all undertaken appropriate training and so are very alert to signs that would cause them concern. There are very robust appointment procedures for all staff, with a number of checks taking place to ensure they are suitable to work with children. Risk assessments are very comprehensive and security is excellent. This is a nursery that continually reflects upon their practice and has made many improvements since the last inspection. An example is the development of the outdoor area, which is now a very attractive learning environment. Children play in very homely playrooms with ready access to good quality toys and equipment. Mostly staff are deployed effectively, although at times, for children who do not have direct access to the outdoor play area, their choice to go outdoors can be restricted to the times when staffing levels can safely facilitate this.

Children who speak English as an additional language and those who have special educational needs and/or disabilities receive good support which enables them to make good progress in relation to their starting points. Excellent relationships are developed with parents, who receive very professional, attractive and informative details about the nursery. They are extremely complimentary about the service, and staff are very flexible in the way they feed back information to parents. Settling-in procedures are very good, with children being slowly introduced to the nursery so that they settle more easily. Parents receive a settling-in report and children's learning journals are discussed with parents very frequently. They are also encouraged to share their children's achievements at home. There are excellent relationships with support agencies, and transition arrangements are very good. Teachers from local schools visit the nursery and staff provide children with photographic displays showing their new school environment. If needed, a key worker can also attend the school with a child until they are settled.

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

Children enjoy their time at the nursery and make good progress in their development and learning. The planning and assessment systems effectively support this learning process. Staff ensure there is a nurturing, calm and supportive atmosphere where children feel confident and secure. Children readily make choices in play and enjoy a good balance of adult-led and child-initiated experiences. Many older children show good developing skills when using technological equipment, such as a touch screen computer and smart board. There are many mark-making opportunities, with some older children writing their own names, and language development through discussions during play is strong. Children speak with interest about things that are meaningful to them, such as their families and holidays. Staff promote their interests very well and help them to

gain a very strong sense of belonging by having displays of family pictures at the children's level. There are also many mirrors in the setting, which help children to gain a sense of themselves as individuals. The extremely positive atmosphere helps children to learn about acceptable behaviour, and for the most part behaviour is exemplary.

There are many numbers and letters in the environment and children use mathematical language well as they play. For example, three-year-olds use 'full' and 'empty' correctly during sand play and know how to arrange the items so children playing together all have some space. Children are becoming increasingly independent as many try to put on their own coats and pour drinks with some help. Children learn about the benefits of a healthy lifestyle. Most are very active outdoors where they run freely, are becoming confident climbers and have access to good equipment for balancing. Babies have suitable equipment to pull themselves up and learn to walk around. In their own outdoor area they have good soft play equipment and rockers. There is a small, raised den where toddlers, under close supervision, test their developing climbing skills. Snacks and meals are healthy and nutritious and include items such as oranges, apple, grapes with water or milk and meals of Moroccan lamb with rice, and banana and custard. Children eat very well and can readily access their own water as they play. However, this process is not well monitored as cups are not clearly identified, which results in younger children sometimes drinking from a friend's cup, posing a risk of cross-infection. Otherwise hygiene routines are good, with children learning the importance of washing hands at all appropriate times, brushing their teeth after lunch and staff using good procedures for changing nappies.

There are a wide range of experiences available to children that promote their creativity and help them to explore their senses, such as gloop play, painting, collage, singing and dancing activities. Older children enjoy specialist dance and aerobic sessions. Children have good opportunities to learn about the natural world and the importance of sustainability, and notice the changes as things grow. They plant and nurture salad vegetables and make them into healthy sandwiches. Children are starting to learn about how to keep themselves safe. They move safely around the nursery and outdoors, where in each of the two play areas there is a raised platform and equipment, such as a rope bridge, that offers all children a good physical challenge, but also makes them consider how they can use it safely. Specific activities, such as visits from fire officers and the police, further enhance children's understanding of keeping themselves safe.

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	1
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	2
The extent to which children make a positive contribution	1
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