

# Feathernest Nursery

Inspection report for early years provision

---

**Unique reference number** EY430447  
**Inspection date** 15/12/2011  
**Inspector** Amanda Tyson

**Setting address** 31 Villiers Road, KINGSTON UPON THAMES, Surrey, KT1  
3AP  
**Telephone number** 0208 5414387  
**Email** chrisrates@yahoo.com  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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

Feathernest Nursery is privately owned and was registered on the Early Years Register in 2011. It is situated in Kingston Upon Thames, within walking distance of the town centre and a range of public and community facilities. Car parking on the road is restricted to residents only, but pay and display car parking zones are nearby. The setting has been converted from a ground floor, two roomed residential property, which has been extended at the rear. There are two playrooms, two toilets, a kitchen, and a secure garden for outdoor play.

Registration is for 14 children in the early years age range; of these, no more than three may be aged under two years, of whom none may be aged under one year. There are currently nine children on roll. The setting is in receipt of funded education for three-year-olds. Four children speak English as an additional language. The setting welcomes and supports children with special educational needs. The registered provider works alongside the manager who is qualified to Level 3. Both she and the provider are working towards a degree in early years. One assistant is also employed. Operational times are from 8.00am until 6.00pm throughout the year, excluding bank holidays. Children attend on either a full or part-time basis. They are taken on regular outings within the local community and use public transport for travelling further afield.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Leadership has made a strong and successful start to their registration. All requirements are met and the environment is stunning. Children are exceptionally happy and well supported in their learning and development. The staff team are extremely dedicated and entirely focussed on meeting children's individual needs. Staff are making very good use of observations to inform and guide their planning, but assessment processes are not yet fully developed. Parental involvement in children's learning is becoming a key strength. There are some weaknesses with regards to information sharing. Overall, partnership with parents is extremely effective. Overall, self-evaluation is very effective. Achievements so far, along with their comprehensive action plan, demonstrate a strong capacity to drive improvement to a level of all-round excellence.

## What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals.
- review and develop the content of the policies and procedures to provide

parents with a higher level of information.

## **The effectiveness of leadership and management of the early years provision**

Equality and diversity is effectively embedded within the setting's operational policies and procedures. Children's welfare is very well monitored, supported and safeguarded. Risk assessment is highly effective in minimising accidents and in keeping children safe on outings. Leadership are clear about their child protection responsibilities and staff recruitment and induction is rigorous. All records and documentation required for the safe and efficient management of the nursery, and to support children's individual needs, are in place.

Furniture, equipment and resources are of exceptional quality. Children move freely between the indoor and outdoor play areas, which are superbly presented. For example, there is a two storey wooden castle with bridge and miniature stream. A dome shaped pergola with a straw roof provides an enclosed area for sensory play and quiet reading. Giant blackboards encourage writing skills, and there are digging and growing areas. Indoors, the computer is equipped with a lowercase keyboard to support developing literacy skills. The huge selection of puppet dolls with working mouths, are used brilliantly by staff to support speech and language and children's personal, social and emotional development. Excellent use is made of public and community facilities to support children's learning and to promote equality and diversity. Children are very well travelled; trips to London are frequent and daily use is made of the immediate community.

The team are working extremely hard to build strong and effective partnerships with parents, external agencies and other early years settings that children attend. Parents are delighted with the provision. They say that the team are highly supportive and inspiring. The environment is described as 'the best'. Families for whom English is the second language are particularly appreciative of the support provided. Policies and procedures are all shared with parents, but some of these lack detail. For example, the lost child procedure focuses on the premises and does not explain the well thought through procedures that are in place for outings. Parents are looking forward to working closely with the staff in January on a focussed programme to advance children's social skills and to support behaviour.

Leadership ensures a collaborative approach to self-evaluation. Parents and children's views are actively sought and the team seek and follow the astute advice of the local authority early years team. Priorities for further development are both realistic and ambitious. Their action plan is very comprehensive. Staff's professional development needs are given high priority. They are working towards completing early years degrees, are booked to attend a wide range of workshops and certificated training for specialist roles, such as the 'special educational needs coordinator'. The setting has many exciting plans. Although they have not been open very long, this is a highly progressive setting with strong capacity for continuous improvement.

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

Children all show an extremely strong sense of security and belonging within the setting. They are confident, settle well and have well established secure and trusting relationships with their key staff member. Children display high levels of confidence and independence. Behaviour is, overall, exemplary. Children are keen to take responsibility for specific tasks, such as laying the table for dinner and washing up the cutlery and crockery afterwards. Staff value children's contributions greatly and this raises self-esteem.

The daily routine of teeth brushing after lunch helps them to understand the importance of dental hygiene. Children enjoy all weather play in the stunning little garden. They put toy fish in the stream and pretend to go fishing. They enjoy exploring the natural and everyday treasures and wind chimes in the straw pergola, dig for mini beasts and grow their own vegetables. They have fun splashing in puddles and are looking forward to the possibility of snow. Staff take a group of children to a local weekly ballet class which is thoroughly enjoyed. Children's awareness and understanding of safety is developed as they help to carry out risk assessments before going on an outing. They understand why they must keep their high visibility vests on, and how to board buses and trains safely.

Children's learning and development is generally well monitored. Staff carry out observations, which are astute and clearly linked to the six areas of learning. These show what children can do and what they need help to develop next. The information is used well to inform and guide the following week's planning. However, it is not clear how well gaps or talents are being identified and supported because assessment processes are not yet fully developed. Children use their fingers to make marks in sand, salt and flour and use chalks and paint outside. Boys and girls are keen to write, for example a letter to Santa. They hold pencils perfectly and show good emergent writing. Children are highly creative and this is very well fostered through the use of books and puppetry. For example, with 'Ho Ho Ho' encouragement a delightful Santa puppet persuades a child to fold his own letter in half to fit into the post box. Toddlers and children who are learning English as an additional language are enthralled by the crocodile that gobbles up all their toys. Children use technology equipment, such as cameras and computers, with developing competence. Overall, children's future skills are being very well developed.

Learning is brought to life by all the visits to exciting places. For example, children learn to differentiate between classical, landscape and portrait pictures through visits to the art gallery. They observe river traffic on the Thames, and are becoming familiar with London landmarks. Space is explained at the science museum, and the local recycling centre shows them how to make toys out of recyclable materials. Trips to the cinema, theatre and farms are frequent. Children's religious, cultural and linguistic differences are acknowledged and celebrated. Children enjoy having their hands painted with Mendhi patterns for the Hindu festival of Diwali and are learning about the beliefs of their Polish friends

who celebrate Saint Nicholas day.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

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

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

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



