

Moor Lane Day Nursery

Inspection report for early years provision

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Inspector

Gill Walley

Setting address

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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*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Moor Lane Day Nursery, which was registered in December 1990, operates from four rooms in a former classroom annex in the grounds of the now closed Moor Lane Junior School in Kingston-upon-Thames. It has access to a secure outdoor play area and the playing field of the adjoining school. It serves the local area and may care for no more than 26 children in the early years age group, of these, not more than nine may be under two years at any one time. The nursery is registered on the Early Years Register. There are currently 34 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four. The group opens five days a week all year round apart from Bank Holidays. The nursery operates from 8am until 6pm and all children attend for the full day. A total of four full-time and three part-time staff, two of whom job share, work with the children. All members of staff hold National Vocational Qualifications at Level 3. The nursery supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. It works in close partnership with the local authority and with the local schools which the children will subsequently attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a satisfactory setting. Children respond well to the care and support they receive and they achieve well. Activities are interesting and well-organised and all children are fully included in these although there are relatively few opportunities for children to develop their problem solving skills in numeracy. The manager and staff know the nursery's strengths and areas for improvement and the nursery has a generally good capacity to improve. However, evidence of how staff are vetted to ensure their suitability is not made easily available in order to demonstrate that such checks have been done. This needs to be rectified in order to strengthen the setting's commitment to safeguarding children.

What steps need to be taken to improve provision further?

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

- keep evidence that all staff have been vetted by the Criminal Records Bureau on the premises to demonstrate to Ofsted that checks have been done (Suitable people) 01/05/2012

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

- provide the children with more opportunities to develop their understanding of number and their skills in solving problems independently
- develop adults' skills in questioning the children to develop their ability to explain their understanding and make predictions.

The effectiveness of leadership and management of the early years provision

Staff understand safeguarding and implement policies and procedures to ensure children's safety. There are appropriate recruitment and vetting procedures in place to ensure that adults are suitable although evidence of this was not easily available during the inspection because it is not all stored on the premises. Collection procedures are rigorous and visitors are introduced to the children. Security within the nursery is good, children are carefully supervised and gates are locked. Thorough risk assessments are carried out regularly to minimise danger. Areas for preparing food and changing nappies are hygienic. Fire drills are practised regularly so that children understand the routine. Partnerships with parents and carers are outstanding. They receive constant information through messages, discussions, newsletters and the notice boards. They see photographs of the many activities children enjoy. Key workers keep parents and carers well-informed about their children's achievement and progress by sharing the children's 'Learning Journeys' with them at half yearly progress review meetings. Staff keep parents exceptionally well-informed of the curriculum and how they can be fully involved in supporting their children's learning. There is particularly good communication through daily diaries between the staff and parents and carers of the youngest children, for example about how long they have slept. The children take home the hamster, holiday bears and 'Marvin the Monkey' so that parents and carers can write about their children's learning at home. The children develop their speaking skills successfully by talking about these experiences with their friends. The nursery has strong links with local primary schools so that the children have a smooth transition to full-time education. There are outstanding partnerships with outside agencies to support children with special educational needs and/or disabilities, and those speaking English as an additional language. The nursery works closely with the local authority, for example in evaluating its provision and identifying improvements. There are useful self-evaluation systems overall, although the manager has not identified the absence of a safeguarding record on the premises. Parents' and carers' views are valued and the manager has carried out additional risk assessments in response to their queries. Currently, staff are reviewing the children's opportunities to develop speaking and listening and their understanding of number. The nursery has addressed the recommendations from the previous inspection and all the children now play outdoors for as long as they wish. Staff use good-quality resources to meet the needs and interests of the children. They actively promote equality and diversity and ensure children are involved in activities, such as Chinese New Year celebrations and Christmas. The staff observe the children's learning closely and use this information well to identify and plan for each child's next steps. They demonstrate how well they know and respond to their needs although they do not always question them about their learning in order to help them develop their problem-solving skills. Staff work extremely well together and attend training to enhance their qualifications and

expertise, for example in understanding how to promote children's social and emotional development and developing learning through music.

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

Children achieve well because activities are mainly interesting, well-planned and organised. However, activities do not give children sufficient opportunities to develop their number and problem-solving skills. Key workers evaluate the achievement of the children and plan for the next stage in their development. There are more challenging activities for older and more able pupils. Children behave extremely well, they are kind and considerate towards one another and the staff are good role models. The atmosphere is calm and orderly, and children can see and reach the toys they want to play with. They share them sensibly and help with the tidying up routine. Staff have a consistent approach to managing the children's behaviour through praise and positive language, and they have an excellent relationship with them. Children play with multicultural dolls, puzzles and books, and resources are labelled in many languages which helps them understand different lifestyles, customs, dress and food. They talk about the places they have visited for holidays. Children with special educational needs and/or disabilities, those who speak English as an additional language, and children from differing backgrounds are fully included and make good progress. Children are encouraged to make healthy choices at meal times and they develop a good understanding of keeping safe. They learn to use equipment, such as the climbing frame safely. They understand when and why they wash their hands. They are polite and they learn extremely good table manners. Children learn how to cross the road safely when they visit the post office or the travel agent. Travelling on different types of transport, for example to the aquarium or shopping mall, broadens children's experience considerably. They learn about the world around them through visitors, such as police officers and owners of unusual pets. The children use the outdoor environment well, for example they enjoy nature walks to learn about mini-beasts, trees and plants. They learn about how plants grow well by growing and tasting a range of vegetables. They learn well about taking responsibility by caring for their hamster and gold fish. Children are curious and very keen to participate in a good range of stimulating activities based on interesting topics, such as transport and nursery rhymes. They develop good creative skills through printing and collage and are proud of their paintings which are displayed on the walls. Children experience and compare textures and develop their early mark-making skills well by writing patterns and drawing letters and shapes in trays of foam or flour. They listen attentively to stories and practise their social, speaking and listening skills in the role play area. The children choose the theme of this area, for example while they have been learning about different animals it has been a Vet's surgery. They learn to count and they recognise colours and simple shapes, although their problem-solving skills are underdeveloped. They develop successfully their independence by pouring drinks and clearing away after meals. They gain good experience of weighing and comparing textures when they cook biscuits and make Easter nests. Overall, children are well prepared for their future learning experiences.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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

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| 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

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| 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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