

Kingswood Nursery

Club Kingswood, Clayhill Lane, BASILDON, Essex, SS16 5JP

Inspection date

Previous inspection date

27/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Systems are in place for managing practitioner's performance, which provide opportunities for staff to identify training needs and to discuss these with the manager.
- Children play and learn in an environment where toys and resources are presented at their height for easy selection. Furniture is selected with the needs of each age group in mind, enhancing their independence and comfort.
- Systems in place for working with parents, external agencies and other providers are secure and contribute towards meeting children's needs. Appropriate interventions are secure ensuring that children who require additional support receive it.

It is not yet good because

- The educational programme is not robust across the seven areas of learning. Some children are not provided with interesting and challenging experiences which meet their needs, and there are limited resources, which represent children's diverse backgrounds, to help children gain an understanding of the world.
- The provision for children to play outdoors does not currently enable all children to freely choose to experience learning in the outdoor environment.
- The key person system does not ensure that there is a key person or buddy at the beginning and end of the day, to particularly support young babies and communicate effectively with parents.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector viewed all areas of the provision used for children.
- The inspector held a meeting with the manager and spoke to the nursery's health and safety officer, safeguarding officer and behaviour management officer.
- The inspector only observed care and the educational programme in the baby room, as no children aged over two years were present at the time of the inspection.
The inspector saw records relating to children's details, their progress and achievements, information about the vetting process and proof of all Criminal Record Bureau (CRB) disclosures, and written and pictorial evidence to show how the educational programmes are delivered to older children.

Inspector

Lynn Hughes

Full Report

Information about the setting

Kingswood Nursery was registered in 2012. It operates from a purpose-built nursery in Basildon, Essex. The nursery is privately owned and managed and serves the local area. The ground floor of the nursery is accessible to all children and there is an enclosed area for outdoor play. Squash courts are also available for additional indoor space.

The nursery opens Monday to Friday, from 8am to 6pm, for 51 weeks of the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs five members of childcare staff. All five hold appropriate early years qualifications at level two, three and four. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure practitioners consider the individual needs of each child in their care to plan a challenging and enjoyable experience in all areas of learning by: providing new and challenging resources for babies to explore, for example things which excite their curiosity
- provide books and resources, which represent children's diverse backgrounds and avoid negative stereotypes
- ensure the educational programme for physical development provides opportunities for children to make choices about when and whether they access the outdoor area, in accordance with their natural needs.

To further improve the quality of the early years provision the provider should:

- improve the key person and buddy system to make sure that babies have their own special person in the setting who knows them really well and understands their wants and needs.
- review the organisation of the younger children's room to help children concentrate by limiting noise and making spaces visually calm and orderly. Provide opportunities for children to have uninterrupted time to play and explore.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children play and learn in one of two rooms. The under two's room is situated on the first floor of the building, whilst older children are cared for in a ground floor room, with access to the garden. The nursery is bright, welcoming and inviting as practitioners decorate the rooms with wall displays, examples of the children's creative work and posters. Some well-chosen resources enhance children's free choice play opportunities.

The manager and practitioners demonstrate appropriate understanding of the Early Years Foundation Stage. They have recently reviewed and updated their planning and assessment procedures in accordance with changes to the Statutory Framework for the Early Years Foundation Stage. They now plan for children's learning across the seven areas of learning and understand that younger children need to develop in the three prime areas first. Children are provided with a range of freely chosen and adult-initiated play experiences. However, the educational programme does not effectively identify that some younger children's interests may last for short or long periods and that their interests and preferences vary. This results in some practitioners not intervening in a timely manner to introduce stimulating activities which engage children's interests. For example, once children have completed one adult-initiated activity, which involves making a sticking picture with glitter, they are not provided with additional activities to interest and excite them for the rest of the morning session.

Practitioners have clear systems in place for observing children's progress and achievements. They record their observations in interesting 'learning journeys' and in the children's daily dairies. The observations are used to inform future planning and to identify children's next steps in learning. Parents are encouraged to play an active role in this process by viewing and discussing their children's development at informal key person meetings.

Older children participate in a wide range of adult-led and child-initiated play experiences. For example, they carry out floating and sinking activities, recording which items used float or sink in the bowl of water. They enjoy bubble painting and have fun making their own pizzas. The range of activities and resources available to children enable them to develop the skills they acquire to be ready for their next stage of learning. Practitioners encourage children to learn and to make progress by following their interests, planning appropriate activities to capture their imagination and extending their knowledge through explanation.

The contribution of the early years provision to the well-being of children

Children generally settle well at the nursery. They form attachments to their key person and appear to feel comfortable and confident around other adults. The nursery currently offers short stay places to children whose parents are using the sports centre. These may be one or two hour sessions. The constant coming and going of adults and children during these sessions, impacts on the atmosphere within the younger children's room. Practitioners are less able to create a calm and relaxed environment or to effectively ensure children feel secure and settled during these times. Children do approach practitioners for support and reassurance and receive cuddles and affection in return.

Children's personal needs are met through the setting's clear routines and working practices. All children wearing nappies are checked on a regular basis and changed whenever required. Older children are encouraged to become independent when using the integral toilets and hand washing facilities enhancing their self-care skills. Consistent

management of children's behaviour ensures that they understand the nursery's rules and boundaries and remain safe. Some provision is made to help children to develop a sense of belonging, for example they have their own bed linen and always sleep in the same cots or mattresses. However, coat pegs are named but do not yet display children's photographs, enabling them to quickly identify their space.

Children behave in ways, which show that they feel safe. They enjoy a range of hot meals and healthy snacks at the nursery. For example, they enjoy fresh fruit and crackers at snack time. Children are provided with opportunities to play outdoors in the nursery garden. They also go for walks in the extended grounds of the sports centre. Opportunities for older children to freely access the garden are good as they have an accessible door leading directly from their room. Younger children who are cared for in the first floor room, however, have less opportunities to make choices about whether they learn in an indoor environment or an outdoor one. They generally have specific times during the day when they are taken outside to play. This limits their opportunities to extend their physical development in an outdoor environment and does not enable practitioners to follow children's natural routines and needs.

Children have less opportunities to develop their knowledge and understanding about other people's different needs, cultures and beliefs, as resources to promote this aspect of their learning are limited.

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

Children are appropriately safeguarded as the manager, registered person and practitioners demonstrate a clear understanding of their responsibilities with regards to protecting children. Effective written policies and procedures ensure that practitioners and parents understand the nursery's safeguarding procedures. Systems to ensure the safe recruitment of new staff are in place and provide the nursery with qualified and suitable adults. The induction programme ensures that all adults working within the setting understand the procedures in case of an emergency and know who the designated persons are. Opportunities for staff to improve their knowledge and develop their expertise are in place, as the manager conducts regular one-to-one meetings with all practitioners, as well as their annual appraisal.

Partnerships with parents enable practitioners to provide them with clear information about the provision and their children. The introduction of a daily diary enables parents to play an active role in their children's day. A key person system is in place, ensuring that children's individual needs are known and met. There is an informal system in place for practitioners to cover for colleagues on the days that they are not working. However, this does not effectively promote a 'buddy system', which ensures that a special person is available to greet young babies at the beginning of the session, and to hand them over to parents at the end of the session, so that all young babies are supported and communication with parents is maintained. Clear partnership working with development officers from the local authority and other professionals ensure that the setting contributes towards meeting children's needs. Appropriate interventions are secured, ensuring that

children who require additional support receive it.

The nursery is beginning to implement a system for reviewing and evaluating the provision for children. Parents, children and others play some part in this. Practitioners are invited to contribute towards this process by reviewing and evaluating the activities on offer, giving feedback on each other's performance and contributing towards review meetings. This process is in its infancy and is beginning to have a positive impact on the provision. Weaknesses identified through this process are being addressed and management are implementing systems for improving practices and motivating staff.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY440996
Local authority	Essex
Inspection number	793435
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	14
Name of provider	Kingswood Sports Centre Limited
Date of previous inspection	Not applicable
Telephone number	01268522954

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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