

Kenwood Private Day Nursery

40 Kenwood Road, Stretford, Manchester, Lancashire, M32 8PT

Inspection date

08/10/2012

Previous inspection date

07/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- All staff have a good understanding and awareness of how young children learn which ensures that all children make good progress in relation to their starting points.
- The indoor and outdoor learning environment is well organised. Effective planning provides children with a broad range of interesting and stimulating activities that engage children and builds on their individual interests.
- Children are happy, eager and motivated to learn. They display high levels of independence and curiosity and have strong, close relationships with the staff and each other.
- Strong links with parents has improved parents' understanding of the aims of the provision and how to successfully support their children's learning at home. Parents are very complementary about the provision, children's all round development and the quality of care they receive.

It is not yet outstanding because

- Systems for monitoring staff are not sharply focused and the programme of professional development is not consistently targeted to ensure that the provision continues to improve their already good understanding and practice.

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 observed activities in the indoor and outdoor environment.
- The inspector held discussions with the manager and deputy manager at appropriate times during the inspection.
The inspector looked at the observation, planning and assessment systems,
- children's records, evidence of suitability of staff, including recruitment procedures, and self-evaluation documentation from the local authority.
- The inspector also took account of the views of three parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Kenwood Private Day Nursery is privately owned and registered in February 1992. It operates from three rooms situated on the ground floor of a semi-detached house in a residential area of Stretford. There is a fully enclosed play area to the rear of the premises available for outdoor play. Children attend from the local area for a variety of sessions. The nursery opens Monday to Friday from 8am until 6pm all year round, except for Bank Holidays and three days over the Christmas period.

There are currently 21 children on roll, all of whom are in the early years age range. There are five members of staff, of whom, two hold the Early Years Foundation Degree, two hold a Level 3 qualification in Early Years and Childcare and one member of staff is unqualified. The nursery is registered on the Early Years Register and provides flexible free funding entitlement for three- and four-year-old children.

What the setting needs to do to improve further

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

- develop further the systems for staff monitoring and implement a targeted programme of professional development to ensure continuing improvement of good practice.

Inspection judgements

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

Children are enthusiastic and motivated to learn and their progress is significantly enhanced by staff who have a clear understanding of how children learn. Their learning is supported and valued through well-planned, purposeful activities and experiences. The environment, both indoors and outdoors, is organised into areas of continuous provision linked to the seven areas of learning. There is a strong focus on helping children to acquire communication and language skills, supporting physical and personal, social and emotional development in order to progress in their learning from their starting points. As a result, children are well prepared for school and their next stage of learning. For example, the outdoor environment enables the children to have the freedom to explore and be physically active, and have first-hand experiences of the weather, seasons and the natural world.

Staff develop children's communication and language skills and challenge children to think and recall past events in order to consolidate their learning. For example, children talk about how they learnt about what happens to their bodies when they have been running around. They recollect that they become hot, sweaty, red-faced and their heart beats faster. They talk about needing to have a rest and a drink after exercise. Staff listen carefully to babies and younger children and model new words and sentences. This gives children the confidence to try new words and sounds for themselves, fostering language development well. Children whose starting points are below those of other children in some areas are well supported and assessments clearly show that the gap is narrowing. Staff help children to socialise and understand and respect the feelings of others, through sensitive explanations, such as talking to children about sharing toys and discussing how their actions affect other children. Literacy skills are fostered as they read stories independently and write for a range of purposes. They learn about numbers and counting

as they play with construction materials when they discuss how many bricks they will need. Children learn about technology as they use a paint programme on the computer to create autumn pictures. They use their imagination to recreate stories and make dens in the outdoor area.

Teaching is effective and observation, planning and assessment procedures are precise, focused and comprehensive. Staff plan the learning programme from the information gathered from parents at induction. Each child is assigned a key worker to be responsible for their development, routine care practices and liaison with parents. Staff have detailed knowledge of every child's needs and stage of development which ensures that planning for future learning is appropriate and helps children to progress.

Children's needs are further enhanced through strong, close and effective partnerships with parents. Staff involve parents in children's learning journals and encourage parents to contribute to them. They value their opinions and support and share information about how they can help their child's learning through simple activities at home. Parents' comments include information about how they are given daily feedback about what their child has been doing and regularly review children's progress. They receive a newsletter and initially have information about the areas of learning and the Early Years Foundation Stage Framework which will help them, to support their own child's learning. Parents are aware of what to do in the event of a concern and that they would speak to staff and have access to the poster for complaints; which is displayed in the entrance. Parents state that children really enjoy themselves, the outdoor environment for children is brilliant and that the whole ethos of the provision is fantastic. They say that staff know children very well, what they can do, what they need to do and they then implement strategies to enable them achieve their full potential. Parents state that staff are very supportive and that children benefit greatly from the small, warm, welcoming 'home from home' environment which they provide.

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

Children manage risks and clearly understand how to keep themselves safe and healthy in the stimulating environment that promotes their learning and development. Staff are skilful and sensitive and fully support children to form strong, secure, emotional attachments which provides a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the broad range of activities and resources on offer. Children initiate their own learning through exploration and investigation and staff use their skills and knowledge to challenge their thinking further.

Children's good health and self-care is promoted through using the bathroom independently, hand washing before foods and after playing outdoors. Children are fully aware of the importance of healthy food, fresh air and exercise in order to sustain energy and to grow and develop. They develop independence and social skills as they help each other with tasks. Meal times are social occasions when children chat with friends about foods which some children are allergic to and that it makes them ill. They discuss with staff about the steam on the food and talk about where else they would see steam, for

example, on steam boats, steam trains, hot tea and coffee and the lava from a volcano.

Children's behaviour is very good and any minor altercations are soon resolved. Children play cooperatively and negotiate between themselves how they will take turns with the resources. For example, they say 'it's your turn next' as they explore light and dark with torches. Children enjoy the times when babies and older children come together and older children help younger children with tasks, such as walking up and down steps.

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

All staff are fully committed and motivated to further develop the quality of provision and practice and outcomes for children. Priorities for improvement are identified through the self-evaluation process and consistent monitoring of the environment. For example, staff identified the need to provide a much broader range of resources to ensure that children have extended opportunities to develop their information, communication and technology skills. The manager clearly recognises strengths and weaknesses of the provision which are documented in the self-evaluation audit. All recommendations and actions from the last inspection have been successfully addressed, for example, improved partnerships with parents has significantly enhanced the learning outcomes for children.

Staff have a good knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures for safeguarding, recruitment and selection and risk assessments. Staff are aware of what to do and who to contact if there are any safeguarding concerns. All staff have completed safeguarding training and continue to access training in this area to ensure their knowledge and understanding is kept up-to-date. Staff are totally committed, dedicated, and passionate about their work with children. There is a strong focus on training and professional development and more experienced staff are effectively deployed to share their skills and knowledge with the rest of the staff team. However, the implementation of a programme of professional development, staff monitoring and supervision is not yet fully embedded or precise in order to ensure that the already good practice continues to improve.

Staff fulfill their responsibilities in meeting all requirements for the Early Years Foundation Stage; children have the best possible support to reach their full potential and are well prepared for the transition to their next stage of learning. Children's needs are quickly identified through effective links with parents and others who may be involved with individual children. Information from parents is gathered at induction and this information is used for staff to plan, observe and assess children's learning and progress. Parents are consulted on a daily basis about their child's learning. They can access children's learning journeys at any time and receive regular updates on their progress. Parents are invited to comment on the assessment details and are involved in the self-evaluation process of the provision.

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	310345
Local authority	Trafford
Inspection number	818875
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	21
Name of provider	Kathleen Lambert
Date of previous inspection	07/04/2009
Telephone number	0161 865 1308

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

