

197 Early Years Nursery

St Paul's Church Hall, 127 Park Road, Kingston upon Thames, Surrey, KT2 6DY

Inspection date	11/09/2012
Previous inspection date	24/09/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The provider's drive to invest in building a dynamic and highly skilled leadership team is inspirational. High priority is given to supporting the professional development needs of all staff. Leadership strategies such as delegating and mentoring are skilfully used.
- Teaching practice is rooted in expertise. Consequently, children of all ages and abilities make significant progress, based on their starting points. Children are exceptionally well prepared for starting school.
- Systems for self-evaluation are highly effective and based on rigorous and challenging criteria.
- The learning environment is exceptionally well resourced. This enables children's independence and encourages their creativity and critical thinking skills. Babies and toddlers benefit greatly from creative, imaginative and sensory play opportunities.
- Roles and responsibilities are clearly understood by staff, for instance that of the key person with whom children quickly form strong emotional attachments.
- Partnership working at all levels is extremely successful, therefore children's welfare, learning and development is consistent and fully supported.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection took place in one day; the inspector was on site for just over seven hours. The inspector observed activities and routines in both the under two's and two to five groups.
- The inspector held brief meetings with the manager, deputy, provider and spoke to a number of parents/carers, children and staff, including the chef, taking account of their views
- The inspector and manager carried out a joint observation of one focussed activity led by one staff with five children.
- The inspector looked at children's assessment records, documentation relating to planning, staff suitability, the setting's self-evaluation and range of quality improvement processes. The inspector also took note of information displayed for parents and observed health and safety.

Inspector

Amanda Tyson

Full Report

Information about the setting

197 Nursery registered in 2004 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of two privately owned nurseries. The nursery operates from St Pauls Church Hall in Kingston Upon Thames There are two entrances accessible by wheelchairs. The nursery is situated close to Richmond Park and within walking distance of Kingston town centre and mainline railway station. The nursery mainly serves the local community. Children aged under two are cared for in the lower level which has its own kitchen, toilet and nappy changing facilities and direct access to the outdoor play area and sensory garden. Children aged from two to five years are based in the ground floor large hall which is organised to provide clearly defined areas for play, small group times and meals and snacks. This room also has direct access to the outdoor play area.

Opening hours are from 8am until 6pm, Monday to Friday throughout the year. The nursery takes children from babies to under eight years. They provide an out of school care service to children attending local nurseries and schools. There are currently 90 children on roll. The nursery is in receipt of funding for nursery education for two-, three- and four-year-olds. The nursery currently supports children learning English as an additional language, children with special educational needs and/or disabilities.

The provider, is qualified to level 3 and working towards a degree in leadership and management. A total of 15 staff work with the children, including a manager. A full-time cook is also employed. The deputy manager holds a BA (Hons) in Early Childhood and the manager holds a BA (hons) in Education and Care. The majority of staff hold appropriate qualifications in childcare up to level 4 and many are training to extend their qualified status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- continue to develop the excellent learning and development opportunities for the eldest and most able children, for example by involving children more in reviewing their own progress and setting their own goals and enabling more advanced development of climbing and bike riding skills.

Inspection judgements

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

The educational programme is underpinned by staff's excellent use of specialist assessment and monitoring tools, and teaching strategies. The team deliver the 'Every Child A Talker' (ECAT) programme. They use recommended strategies highly effectively to support children's communication and language skills. Numerous cosy 'talking areas' have been created and are well used. For example, a two-year-old enjoys special times with their key person to explore word sounds. Staff use very successful strategies to support children learning English as an additional language. They recognise bilingualism as an asset and promote the use of first languages to support the development of English. Communication is further enabled by staff's use of signing, picture timetables and facial expression. Children that are more able often go on to achieve higher skills than expected for their age. For example, by the time they start school most girls and boys confidently link all letters to their phonic sound and write their names clearly. Books are available in abundance. The reading areas are used frequently by the children, and trips to the local library form part of their regular routine. Children are enthralled by a specialist toy that encourages them to recite silly rhymes, share their news and play instruments to a rhythmic beat.

The environment is superbly organised and resourced. This enables every child to follow their own interests and to achieve their full potential. Every child has an individual development plan, agreed between staff, parents, and any other professionals involved in the children's development. Children enjoy reviewing their achievements as they browse through their learning journey records. However, they are not fully involved in contributing to setting their own goals for their future learning. Staff identify ways to match planned activities to each child's interests and next steps. This ensures all children are consistently challenged to progress further in their learning. For example, an older child with a developing interest in 'playing schools' is given regular opportunities to lead group story time 'just like a teacher does'. A young toddler who enjoys putting a lid on and off a bottle, is given a variety of different sized bottles and lids. Children with delay in muscle development practise hand control using dough, paint and giant tongs.

Babies show they are able to make connections with their play and real life, and experiment with new ideas. For example, they put telephones to their ears and say 'hello'. They imitate motor noises when they are playing with different toy vehicles and add play-food to teapots. Provision for sensory play is a key strength of the educational programme for under twos. A well-stocked treasure basket of everyday objects and materials, which all look and feel different, keeps them enthralled for ages. They explore diverse creative media, such as coloured paint mixed with cereal. They use shaving foam, experimenting with their hands and feet. They use toy cars to create patterns and marks. Their special little garden is filled with unique designs made by staff. For example, there are mosaic, shell and stone wall-plaques and round, oblong and snail-shaped cobblestoned pathways. Different smelling herbs and an abundance of other resources, such as wind chimes, stimulate the senses.

The base room for children aged two to five years is exceptionally well organised and presented. It enables and motivates children to follow their own interests and learning

paths; to be creative, to think critically and to explore and investigate. The creative workshop area is situated in the middle of the room, which means wherever children are playing indoors, the variety of diverse creative resources can be seen. So when a 'pirate' needs a sword or a television is needed for the home-corner, children can choose the materials and make it for themselves.

Children of all ages learn about technology. They navigate remote controlled cars skilfully between the indoors and outdoors, while older children show high levels of computer competence. The outdoors is a terrific place to be. For example, younger children experiment with gravity as they post balls into different drainpipes fixed to the fence to see whose drops into the bucket of water first. Children scramble up to the top storey of the wooden playhouse where they use torches, binoculars and two-way radios. Children use the digging area to search for mini-beasts which they examine under magnifiers. They learn about their immediate world through trips out into the community such as to the post office and visits from the emergency services. They value cultural difference as they look at their friend's henna hands after a weekend of religious family celebrations. Opportunities for children to explore all aspects of mathematics are varied and innovative. More able children progress to being able to differentiate between flat and three dimensional shapes, such as a square and a cube. In the garden, children match the registration plates on their bikes to those on the 'parking bays'.

Parents are extremely well informed and consulted about all aspects of children's learning and development. They work in complete partnership with their child's key person to support children's individual development and educational plans. Parents are familiar with the specialist strategies used by staff, which they are helped to adopt. They describe the nursery as a truly wonderful play and learning environment for all children.

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

Children are cared for in a warm and welcoming environment where excellent hygiene practices are followed by all staff. Children's levels of well-being and involvement are assessed, on entry. The ethos of the nursery focuses sharply on helping children to feel at ease by relieving any emotional tension and anxiety. The key person system plays a crucial and successful role in the rapid progress children make in a relatively short time. Children have strong and highly secure relationships with their key staff member who in some cases they even choose for themselves. Babies and toddlers seek out their key staff for a special cuddle demonstrating strong emotional attachment. A number of older children demonstrate their long standing attachment to staff by returning after their first full day at mainstream school to show off their uniform and to tell staff all about it.

Parents are given excellent information and guidance on childcare and child development issues, such as behaviour management, sleep issues and dietary needs. Parents trust staff implicitly and the impact of this is that concerns are promptly shared and acted upon to secure necessary support.

Children's behaviour is exemplary encouraged by the use of well-loved puppets who

promote positive behaviour. Children are rewarded by being snack and lunchtime helper for the day. Staff are excellent role models and frequent examples of mutual respect are seen throughout the day.

Babies routine care needs are fully discussed and agreed with parents. Staff respond to babies' individual needs with regards to nappy changing. Children learn how their body works, what it needs and why, and how to keep themselves safe through regular routines, innovative activities and worthwhile discussions. For example, they grow their own root vegetables which make them keener to try them at mealtimes. They use giant tongs to serve themselves colourful and interesting fruit at snack time, which adds to the fun of eating. They learn how difficult is to see germs by trying to find and remove glitter sprinkled on their hands. Children help staff carry out the daily risk assessment in the garden by using a pictorial tick list and when they find hazards, they are encouraged to identify solutions to minimise accidents. Overall children make terrific gains in their physical development, but opportunities for enabling older children, particularly school-aged children who are continuing to attend after school, to progress with their climbing and bike riding skills have not been fully explored.

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

The nursery's journey of improvement since the last inspection is remarkable and highly inspiring. The highly qualified manager and deputy, both of whom are committed to providing high-quality childcare and education, serve as excellent role models to staff. The provider shows a commitment to supporting the professional development needs of staff. For example, by providing bespoke training on key concepts, such as attachment theory, and supporting staff to achieve higher level qualifications. Staff demonstrate high levels of expertise, particularly in supporting children's personal, social and emotional development, and communication and language skills.

Performance management systems are rigorous and effective. Supervisors have been trained in mentoring skills and all staff receive regular one to one supervision from the manager. Regular appraisals are highly enabling. Leadership have worked incredibly hard to develop staff skills in carrying out and using observational assessments to best effect. Staff have been trained in writing the newly required developmental reports for all two-year-olds.

High priority has been given to resourcing a play and learning environment that is wonderfully welcoming and highly stimulating. Leadership make excellent use of a wide range of resources, such as their partnership with the local children's centre, and commitment to working their way through the local authority's quality assurance scheme, to drive ongoing improvement. The manager and deputy regularly observe teaching practice and use their evaluations to identify individual and whole team training needs. Successful mentoring and peer observations are an additional tool for driving improvement. The views of parents and children are actively sought, valued and acted upon. Leadership is far from complacent demonstrated by the current plan to introduce

forest school teaching methods to their list of specialism's.

Children's welfare is exceptionally well-supported by leadership who are extremely secure in their knowledge and understanding of the Early Years Foundation Stage requirements. They are experienced in dealing with safeguarding issues and concerns and ensure that all staff understand and follow child protection correct procedures. The setting establishes and maintains excellent partnerships with all external health and safeguarding agencies and other early years setting's involved with children to ensure a consistent approach to supporting children's individual learning and welfare needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY287571
Local authority	Kingston upon Thames
Inspection number	814734
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	90
Name of provider	Mrs Harjeet K. Mann & Mr Davinder S. Mann
Date of previous inspection	24/09/2008
Telephone number	0208 549 9995

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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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