

Kingswood Day Nursery

David Lloyd Leisure, Gibraltar Road, Kingswood Retail Park, HULL, HU7 3DB

Inspection date	17/10/2012
Previous inspection date	15/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The nursery provides a welcoming, stimulating environment where the children are happy and comfortable. They are treated with equal concern whatever their different needs or interests.
- Staff have a good understanding of the stage of development of each child on entry, which they then monitor on a regular basis. This ensures children are able to extend their learning through everyday routines and activities.
- The good interaction between the staff and children encourages the learning of new skills and the development of close relationships, which enables children to settle and develop confidence.
- Partnership with parents and other carers ensures the nursery staff are able to provide continuity of care and meet the individual needs of children.
- Children play safely and securely because the indoor and outside environment is safely maintained with a high standard of health and safety.

It is not yet outstanding because

- The current evaluation systems are not fully developed to clearly highlight the strengths of the nursery to enhance the improvement plans which are already in place.
- Monitoring and assessment of children is not always completed in a way that shows how rapidly they are making progress or to identify where aspects of development may be slower.

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 inspector observed children and staff in their different rooms and while using the outside space.
- The inspector discussed learning and development assessment and recording with staff and the manager.
- The inspector looked at the development records and the individual learning plans for children.
- The inspector discussed the self-evaluation process and the plans for future development and improvement of the setting.
- The inspector took account of the views of parents and children which were obtained during the inspection.
- The inspector discussed the policies and procedures which guide the management of the nursery and information obtained about children.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Kingswood Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Kingswood area of Hull, adjacent to the leisure centre and is owned and managed by the Asquith chain of day nurseries. The nursery serves the local area and is accessible to all children. It operates from six ground floor rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 47 members of child care staff. Of these, 38 hold appropriate early years qualifications at level 3 or above. The nursery opens from 7.30am until 6pm Monday to Friday all year round. Children attend for a variety of sessions.

There are currently 134 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the current evaluation process to ensure all users have opportunities to participate and make their views known
- develop the monitoring and assessment system to clearly show the progress children make over time in order to highlight any gaps that may be identified in their learning.

Inspection judgements

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

All areas of the nursery are well organised to allow children to select activities for themselves. Children are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical

development which is progressing well. They show confidence and safety in balancing, climbing and riding. The older children are also becoming very considerate of younger ones when moving around outside. Children also grow vegetables and flowers to thus promoting their knowledge of the natural world and their understanding of what plants need to enable them to grow well. They have opportunities to learn about animals as staff bring in their pets for them to see such as the hamster and the pony.

The children are becoming good communicators. They engage very well with the staff and happily discuss their chosen tasks, or ask the staff for assistance. The preschool children enjoy using the interactive white board to register themselves in for snack time, for number and letter games, and also for stories. They participate in the actions and when one story is finished ask for the American version as the words and actions are different. They also select nursery rhymes for themselves by moving the cursor. Children have also used the internet to look at their local community from the air, and can identify their own homes from the air, sometimes even seeing their parents' cars.

The older children enjoy doing activities in groups which gives them opportunities to use table top games such as number and shape games. They are learning how to take turns and consider others when playing together. The children's conversation skills are developing well and through the range of activities staff provide their vocabulary is becoming much wider. They thoroughly enjoy phonic songs and sounds and are able to successfully identify most letters of their names.

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They make accurate observations of the children's starting points on entry to the nursery. This supports the individual planning for each child's future learning and development. Very good partnerships with parents complement the process of observation and assessment. Staff share the children's daily activities with parents and make suggestions for activities to further support children's development at home. Observations are clearly linked to the seven areas of learning and the staff have updated their system to monitor continued progress over time. They show how children are making progress, but do not include dates in all the files to fully monitor the identification of any aspects where children's progress may not fall within expected levels or timescales. They have started to use this information to support the two year old summaries completed and the transition process when children change rooms within the nursery or start school.

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

The staff have formed warm relationships with the children who are happy, settled and relaxed in their care. Some of the younger children are wary when visitors arrive but staff support them and help them become confident. All children and parents get to know their key person well. Children are comfortable in the nursery's routines which develop from their home routines following discussion with parents. The babies and toddlers contentedly go off to sleep if they need a rest after lunch.

Children relate well to each other, enjoy playing together or are confident to play alone. All the children within the nursery are developing good social skills, independence and

confidence for the future. The toddlers and older children all try to put on their own coats before going outside to play, and most succeed. The others ask staff or their friends for help. They know the weather is becoming cooler and they need to keep warm. Some of the children ask for bibs at lunch time in case they spill their food, before pulling up their sleeves and tucking in to their lasagne and garlic bread.

The staff promote children's health and safety well. They have a clear understanding of how to minimise risks on the premises, in the garden and out in the community. For example, their risk assessments cover both the playrooms inside and the outside play space as well visits into the community to ensure children are well supervised and safe.

The premises are secure so children cannot leave unsupervised and only authorised persons can enter or collect children. An emergency evacuation procedure is on display and regularly practised to ensure both staff and children are familiar with the procedure.

Children stay healthy because the nursery has effective procedures and daily practices which meet the children's physical, nutritional and health needs. They are familiar with simple good hygiene routines to encourage hand washing at appropriate times, such as before eating and after personal care. Parents and visitors are asked to use the sanitisers on entry to the nursery to prevent the spread of infection from outside. The nursery provides freshly prepared nutritious meals and snacks which take account of children's preferences and dietary needs. Meal times are pleasant social occasions when the children sit together at low tables and chairs, using appropriate cutlery. Older children are able to help prepare snacks which supports their independence and confidence.

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

Staff have a very close partnership with parents and other carers which significantly contributes to children's well-being. Parents receive information about the service the nursery offers, including policies and procedures and information about the revised Early Years Foundation Stage. This means parents are well informed and made to feel welcome from the beginning. Parents spoken to feel very happy with the care their children receive. They like to look at the imaginative art work and photographs on display throughout the nursery. These illustrate the activities their children have enjoyed and their creative achievements. The baby room shows how children are encouraged from an early age to experience paint. They use paint to make handprints which are then displayed on the walls.

The manager takes account of the views of parents about the care their children receive through discussion but parents and carers have not been included in the self-evaluation process recently. An action plan has been developed to identify aspects which will improve the provision. Children are already participating in tennis and swimming lessons at the leisure centre while in the nursery's care. There are also plans to develop cooking opportunities for the children by taking advantage of the cook's experience. The manager has applied for an allotment in the locality to develop their knowledge and understanding of the natural world and healthy eating.

Children's independence and self-esteem are promoted very effectively. They are able to make their own choices from the child-centred environment with a good range of furniture and equipment which allows them to organise their play themselves or participate in adult-led activities. Resources are available to support their learning and development across all the areas of learning, and staff are available at all times to assist them if needed. Each child has good support and their individual needs are respected. They are developing a good awareness of equality and diversity in the positive environment where they learn about other cultures and to respect each other's differences. Parents provide resources, such as costumes and different food experiences during festival times.

The nursery has effective procedures in place to safeguard children, ensuring their welfare is a priority. All staff have undergone suitability checks. Documentation shows good systems are in place to protect the children and have been updated to take account of recent changes. Staff have a good understanding of their role in child protection which is included as part of the induction process. The ongoing supervision and appraisal procedures ensure staff and manager highlight any concerns, recognise any special achievements and identify future training needs. They can therefore continue to support their future professional development to further enhance the care and education they provide.

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	EY283772
Local authority	Kingston upon Hull
Inspection number	886491
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	85
Number of children on roll	134
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	15/11/2011
Telephone number	01482 838850

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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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