

Norbiton Childrens Centre

Norbiton Childrens Centre, Dickerage Lane, New Malden, Surrey, KT3 3RZ

Inspection date	31/10/2012
Previous inspection date	30/11/2009

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

- Staff develop excellent partnership working with other agencies for the benefit of the children
- Safeguarding children's welfare is a key strength of the nursery
- Due to the caring and responsive nature of the staff, young children settle well and develop emotionally secure attachments with their key person. They are subsequently confident and independent learners who enjoy exploring their environment.
- Staff observe children's capabilities and interests skilfully. They effectively use this information to plan individual learning tailored to all children's needs. As a result, children make good progress in their learning and development.
- Staff establish effective engagement with parents in order to support children's ongoing well being and learning needs.
- Staff give high priority to children's communication and language development. They identify children with language delay and provide effective teaching strategies to help close the educational gap.
- Overall, the educational programmes offer children a broad range of exciting play and learning opportunities that motivate and interest them.

It is not yet outstanding because

- Although staff use a sufficient range of teaching methods to support children's

mathematical learning, it is not a strong enough feature of the educational programme

- Staff do not provide enough resources to reflect the divisive cultural backgrounds of the children attending the nursery.

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 staff and children in both rooms of the nursery and outside
 - The inspector spoke to some parents and took account of their views of the nursery
 - The inspector undertook a joint observation with the manager
 - The inspector had discussions with the management team and members of staff
- The inspector looked at a selection of documentation, including evidence of staff suitability and qualifications, key policies to support the safety of the children and children's learning and development records.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Norbiton Children's Centre is managed by the Royal Borough of Kingston upon Thames. It registered in 2008. The nursery operates from two rooms in a purpose built building within the grounds of The Mount Primary School in a residential area in New Malden, Surrey. It is open each weekday from 8am to 6pm for 48 weeks of the year. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 41 children aged from 12 months to over four years on roll, some in part-time places. Families and members of the community have access to various other facilities within the centre including a childminder's group, a crche and a toy library. The nursery supports children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four members of staff who work at the nursery full time, with a number of qualified part-time staff attending each day to ensure ratios are met. All of the permanent staff hold appropriate early years qualifications to National Vocational Qualification level 3 and the manager is working towards a level 6.

What the setting needs to do to improve further

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

- extend children's understanding of number by a) providing number labels for children to use; b) displaying numerals in a purposeful context
- enhance children's understanding of different cultures by a) providing books which represent children's diverse backgrounds; b) providing role-play resources reflecting diversity.

Inspection judgements

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

Children play with enthusiasm and confidence in this stimulating and caring nursery. They are happy, settled and have formed strong relationships with the staff, particularly their

'key person', who knows their individual needs very well. Staff understand how to support children's learning and make effective use of a range of teaching techniques. They provide children with a variety of exciting learning opportunities. These have a positive impact on children's learning and development, so that all children make good progress. Staff give particular attention to observing children's interests and capabilities. They closely monitor children's development in order to identify and plan for children's next steps in learning. This knowledge means individual children's plans respond to their needs and effectively support all children to achieve well. Individual children's development plans are regularly shared with parents, so that they can support their child's learning at home. Opportunities for parents to contribute to their child's assessments are established.

Children regularly explore an interesting range of materials and resources, thoughtfully provided by staff across the seven required areas of learning, which add depth to children's experiences. For example, children develop their physical skills as they use tongs to pick out a range of toy 'creepy crawlies' immersed in black water sprinkled with glitter. They become engrossed in fantasy play as they use their imagination to play with the small world scene, enclosed in black and orange tissue paper and covered in 'cob webs'. They enjoy looking in the mirrors to see their reflection in their fancy dress costumes. Picnics are made and acted out using role play resources and children mimic 'chatting' on the telephone to mum. A dark den adds a different dimension to children's learning; the glow in the dark 'Casper' ghost is often taken into the den by motivated children. A range of exploratory resources such as clocks, magnets, magnifying glasses and keys in locks are freely available in order to fulfil children's natural curiosity.

Staff give high priority to children's communication and language development. The nursery is involved in the nationally recognised 'Every Child a Talker' programme. As a result, children have opportunities to develop their communication skills with a good range of resources and activities, such as, "What's in the box?" Children can record and listen to their voices using 'talking photo albums'. The provision for children with identified additional needs is very good. The nursery has extremely valuable links with a range of outside specialists. These professionals work closely with the staff to put in place plans for children needing help with language or with their physical needs. This support means staff are able to help all children make progress, whatever their backgrounds or capabilities.

The nursery caters effectively overall for a wide range of children from different cultural backgrounds and staff support children learning English as an additional language well. Children use visual clues to support their independence and understanding; for example, staff have made a photographed timetable of activities and have placed key words and pictures in children's home language around the nursery. However, there is not a wide enough range of resources that reflects the differing backgrounds of the children who attend in order to value these fully.

Staff provide opportunities for children to learn that print carries meaning, thus supporting their developing literacy skills. There are pictures with labels in the environment. Children learn to recognise their own names and begin to form recognisable letters as they become older. Young children sit in the cosy book area, looking at books on their own or while having a cuddle with their key person. Older children know and can recite a wide range of nursery rhymes; they spontaneously burst into song while the younger children are

supported by staff with words and actions. All such experiences help provide children with useful skills as they get ready for their eventual move on to school.

Staff skilfully use their knowledge of how children learn to help the older ones get ready for this transition. For example, they plan specific outings, such as a trip to the local supermarket to buy food for a cooking activity. The staff used the opportunity to talk about road safety and 'stranger danger' too. They showed children how to write a list of ingredients and made a simple map of how to get there. The children used the list to choose the ingredients and scanned through the items at the self-serve till, with great enjoyment. Staff discussed the importance of eating a healthy diet and why the children need to be physically active. Children weighed, measured and mixed the ingredients together to make a cake and thoroughly enjoyed eating it. Despite this good practice, staff do not give enough thought to developing children's number recognition as well as possible and do not provide any numbers or number labels in the play environment

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

Babies and new children quickly settle into this nursery due to the emphasis staff place on getting to know the children and their parents. Photographs provided by parents of close family members and special occasions, such as a family holiday, are kept in the children's 'Learning Journeys' and are freely available for the children to look at. Parents comment their children are very happy to come to nursery, and one reports that their young child will sometimes wake up in the morning happily saying their key person's name. Key persons discuss children's care requirements with parents regularly to ensure they can tailor the day around the children's welfare needs. Staff encourage children to think about how much they need to eat when they serve themselves at meal times.

Staff respond well to children's interests and provide them with experiences that enable them to repeat activities that they particularly enjoy. For example, a posting box was made after staff noticed a child's fascination with putting objects into boxes. This attention to children's individual interests keeps children motivated to play.

The youngest children have a comfortable, well equipped room and demonstrate a sense of belonging and growing independence as they select toys to play with. Older children become independent in their personal care, competently washing and drying their hands before meal times. Staff organise themselves effectively so someone is always available to have a cuddle and to respond to children's personal needs. Children behave well as they play both independently and with others. They take responsibility for their environment as they help tidy resources away. Staff act as positive role models with regards to manners and with treating others with respect and courtesy. Consequently, children develop positive relationships with each other. They share resources amicably, for example, while painting at the large easel and playing in the role play area. Staff help the older children to play games with rules and children wait patiently for their own turn.

At certain times of the day, children join rooms so siblings can spend time together and enjoy the company of the younger or older children. This system develops their social

skills and confidence in interacting with others and helps when it becomes time to move on to the next room. All children enjoy access to the purpose built enclosed outside space. This area gives them the opportunity to have fresh air daily and they can use a good range of toys and activities to support their physical well being.

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

Arrangements for safeguarding children's well-being are well established and highly effective. The leadership and management place high priority on protecting children's welfare and follow proper procedures to work with outside agencies when needed. The policy and information booklet provided to staff contains a wealth of relevant information and forms part of the staff induction process. Staff have completed safeguarding courses so they understand the need to remain vigilant and protect children's best interests.

The staff undergo appropriate recruitment, vetting and induction procedures. This process helps to make sure they are cleared as suitable to work with children. Students and apprentices are fully integrated through a dedicated induction programme so they know what their duties and responsibilities are in terms of the staff team. A well-organised range of security measures, risk assessments and policy documentation is in place. These measures help to make sure children are protected from harm while in the nursery and when out visiting local places of interest. All permanent staff are trained in paediatric first aid.

The nursery staff have established warm and welcoming relationships with parents, who are fully informed of their children's learning and development and regularly contribute to their children's learning journeys. They receive useful information about the nursery and on matters relating to children's development. Children benefit from the nursery's location on the children's centre and school site, with useful two-way communications established with, for example, health visitors and teachers. Arrangements for children when they move to school are good.

The manager observes and monitors teaching and care within the nursery. She spends time in the rooms and is available for any staff member to discuss any issues or concerns. The appraisal and supervision system effectively addresses staff training and professional development needs on an on-going basis. Staff attend courses regularly and are supported to gain further qualifications. The manager acts as a good role model for professional development as she is studying for an early childhood degree. Staff have received training with regard to the Early Years Foundation Stage changes, to ensure they are confident in delivering the new requirements. Regular staff meetings are held so staff can share best practice and they are continually looking for ways to make improvements. For example, peer observations are being introduced and the nursery is embarking on the local authority's quality assurance scheme, in order to drive improvement further.

Successful partnership working extends beyond providing additional support for children with identified needs. The manager works closely with support staff from the local

authority and staff from the children's centre on site, actively seeking advice and acting on it to make improvements. Since the last inspection the management team and staff have worked hard to address weaknesses, leading to an overall improvement in quality.

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	EY375568
Local authority	Kingston upon Thames
Inspection number	815673
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	17
Number of children on roll	41
Name of provider	Royal Borough of Kingston Upon Thames
Date of previous inspection	30/11/2009
Telephone number	02089 496 065

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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
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