

# Kingston Day Nursery

13 Winchester Circle, Kingston, Milton Keynes, Buckinghamshire, MK10 0BA

## Inspection date

11/01/2013

Previous inspection date

23/08/2011

## 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

- Children develop close and warm relationships with their key person and other staff.
- The educational programme is stimulating and supports children to make good progress in their learning in preparation for school.
- Staff work effectively as a team to meet the individual needs of the children.
- The setting is well led and managed, self-evaluation is effective and identifies strengths and areas for development.

### It is not yet outstanding because

- Babies opportunities to increase their physical skills indoors are not fully extended.
- The variety of resources in to role-play areas to reflect diversity are less developed.

## 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 also took account of the view of several parents spoken to on the day of the inspection.
- The inspector observed activities in all the play rooms and the garden.  
The inspector sampled records and documentation relating to children's progress and development, safeguarding and welfare, and the nursery's records relating to self-evaluation.
- The inspector discussed the leadership and management of the nursery with the manager and nominated person.

## Inspector

Kim Mundy

## Full Report

### Information about the setting

Kingston Nursery registered in 1992 and is run by Milton Keynes council. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is situated in Kingston in Milton Keynes in Buckinghamshire. There is access to three playrooms and secure outdoor play areas. The nursery provides a service

for children from the local community and it is open each weekday from 8am to 6pm all year round except public bank holidays.

There are 52 children on roll. Children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The setting employs six full-time and three part-time members of staff. Of these, all staff hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

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

- enhance babies physical activities, for example by providing push-along toys and trundle trikes indoors
- extend children's understanding of the wider world, for example by introducing a greater variety of resources into role-play areas, which positively reflect diversity.

### **Inspection judgements**

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

Good systems are in place to monitor children's progress and learning accurately. A picture of each child's development emerges through staffs' observations of the children's involvement in many worthwhile activities. Staff have a good knowledge and understanding of the early learning goals. They nurture and support, rather than direct, children's learning. This means that children are quickly accustomed to making their own decisions and organise themselves well. There is a good balance between activities chosen by the children and those led by adults.

In the baby room, caring and attentive staff meet the need of babies' effectively. Babies happily investigate the toys and staff offer reassurance and cuddles as needed. They have good opportunities to learn by using their senses as they explore materials and objects in the treasure basket, explore modelling dough, water and gloop. They enjoy prodding, poking and making marks with spoons in the sand tray. Activities such as pushing buttons, pulling levers and threading beads on a wire help to develop their early problem-solving skills. Babies begin to explore early writing as they make marks with their fingers in paint and use chunky crayons. They are developing their physical skills as they pull themselves

up to standing and walk around furniture. When playing outdoors, they enjoy pushing and pulling toys and balancing on apparatus. However, they do not have opportunities to build on their large muscle control indoors.

Children are developing meaningful friendships and are learning how to take turns and positively interact with each other. For instance, during a drawing activity, a child purposefully retrieves a colour pencil for her friend. Children's speaking and listening skills are developing well. Staff encourage children to ask questions and comment about their activities. Children show a keen interest in problem solving as they make patterns with coloured bricks, fill and empty containers in the water play, and fit puzzles together. They learn how things work as they use the mouse when using the computer and a range of tools, such as magnifying glasses to observe creepy crawlies and scissors for cutting.

Children learn about diversity and difference as they celebrate festivals and special events from around the world. There are some multicultural toys and resources available. Although, few are accessible in the role-play area to help children learn to value the diverse society in which they live. Children have many good opportunities to practise their early-writing skills both in and outdoors. They use chalks, crayons and pencils to write for a variety of purposes. Children are enticed in to the cosy book area where they show a keen interest in books. They listen attentively during well-organised story times and the use of puppets and props further captures their interest and imagination. By the time children leave the nursery, they are well on the way to meeting the goals set for the end of the Early Years Foundation Stage.

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

Caring and nurturing relationships with staff enables children to form close attachments and feel secure. Children behave well; they know what staff expect of them because boundaries are consistently and kindly applied. Staff constantly praise and encourage the children. As a result, they grow in confidence and self-esteem.

Children enjoy fresh air and exercise as they choose to play inside or outdoors. The provision of wet playsuits and boots means that children enjoy exploring outdoors in all weathers. They move around with confidence and show a good awareness of space. For example, they steer their trikes and cars up and over the ramps. Children learn to take responsibility for their own safety. For instance, as they practise the emergency evacuation drill, walk on different surfaces and learn how to use scissors safely.

Babies and children experience sociable meal times and suitable furniture is available to enable them to sit comfortably and enjoy their food. Children help themselves to drinking water throughout the day and in the baby room, staff offer regular drinks to quench babies thirst. Cooking activities and healthy food projects help children to understand about healthy eating. Good hygiene routines are practised. After lunch, children brush their teeth and this further supports their understanding of living healthy lives. When changing nappies staff wear protective clothing and the suitable sick child policy is followed in order to minimise possible cross infection. Parents provide required information

and written permissions to enable staff to promote children's continuing good health and well-being.

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

The manager is very clear about her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Policies and procedures are in place to safeguard the children. Staff know the correct procedures to follow in the event of concerns about a child. Robust recruitment and effective induction procedures for staff are in place to ensure their suitability to work with children. Comprehensive risk assessments cover all areas of the premises and outings to support children's safety and security.

The manager oversees the planning and implementation of the stimulating educational programme. Through observing staff practice, she monitors the effectiveness of the quality of teaching. In addition, staff observe one another's practice in order to continually develop their skills. Staff performance is also monitored through staff meetings and appraisals.

Parents, staff and children's views are valued and included as part of the nursery's self-evaluation process. Staff are guided by a strong management team who have a clear vision for the setting. They are aware of their strengths and areas for development. They have addressed the recommendations set at the last inspection to benefit the children. Given the current good practice of the staff team, the nursery has the capacity to make continuous improvement.

The nursery places a strong emphasis on promoting inclusion for all children including those with special educational needs and/or disabilities, and children who speak English as an additional language. There are effective partnerships with the local schools and other agencies. Therefore, the needs of all children are securely met and they get any additional support they need. Staff develop links with the local children's centre and schools to enable the continuity of children's progress and learning.

Parents are valued as partners. In discussions with parents, they express they are confident in the ability of staff to meet the individual needs of their children. This is a key strength of the nursery. Parents receive comprehensive daily written and verbal information about their child's day. A new initiative involves parents observing their child's progress and learning at home and sharing this information with nursery staff. Consequently, this helps them to be effective partners in their children's learning. Regular parents' meetings offer opportunities to discuss each child's progress, to share observations and assessments.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	141837
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	895110
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Milton Keynes Council
<b>Date of previous inspection</b>	23/08/2011
<b>Telephone number</b>	01908 281212

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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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