

The Little Kingdom Nursery and Preschool

Baptist Church, Charlton Kings, Cheltenham, Gloucestershire, GL53 8AP

Inspection date

16/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 successfully facilitate children's development across all areas of learning through play, strongly supporting children with additional needs and their families.
- Children benefit from individualised learning and care which effectively meets their needs. They are well stimulated by the accessible learning environment with interesting resources and activities.
- Good relationships fostered with parents and the staff's concern for children's personal and emotional development enable children to feel happy, safe and secure.
- The management has a clear vision to inspire staff to develop professionally and to monitor the provision. It is evident that the staff work together successfully to maintain continuous improvement of the provision.

It is not yet outstanding because

- Staff do not plan some routines and resources to fully support children's growing independence as they do things for themselves.
- There is scope to extend partnership with parents by inviting new parents to share their views about children's starting points in each area of learning and include consistent opportunities for parents to contribute information to enhance planning.

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 each play area and the outside learning environment. She completed a joint observation of children's physical play with the owner/manager.
- The inspector held a meeting with the owner/manager of the provision.
The inspector looked at children's assessment records and planning documentation.
- She checked some policies and daily records and examined evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Angela Cole

Full Report

Information about the setting

The Little Kingdom Nursery and Pre-school registered in 2012. It is located at a Baptist Church in Charlton Kings, Cheltenham, Gloucestershire. The nursery shares the use of the building and facilities. The premises include two halls, one of which is divided into two areas, a sleep room, toilets and a kitchen. Children have access to an enclosed, outdoor area. The nursery and pre-school operate each weekday all year round, except for bank

holidays, from 8am to 6pm as required. This provision is registered on the Early Years Register. There are 14 children aged from four months to under five years on roll on a full- and part-time basis. The nursery currently supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language. There are three staff, including the owner, working directly with the children. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The owner/manager has Qualified Teacher Status, having specialised in early years childcare. The nursery receives funding for free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance opportunities for children's growing independence as they learn to do things for themselves, for example, in daily routines.
- extend information from new and existing parents to further support the process of using what children can do as starting points for their learning.

Inspection judgements

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

The manager has a strong knowledge of the revised Early Years Foundation Stage. She uses the areas of learning well to plan a challenging and varied range of activities. Parents discuss children's starting points, although not in each area of learning. Staff observe, monitor and assess so that their children's learning is effectively supported. Staff develop plans for different age groups to help move children's learning forward using the 'Development Matters' guidance. As this is a small nursery, children receive the challenges and support from staff that they need. As a result, children's individual learning styles are effectively met using their interests. For example, a child who is fascinated by a certain story is well supported through connected books, a themed party and opportunities to act the story out in local woodlands.

Children select resources and initiate their own play so they develop their confidence well. They move around purposefully and approach all that they do with quiet enthusiasm. They spend prolonged periods of time engrossed in an activity and cooperate with children of a similar age, for example to construct complicated models. They use their imagination well to create scenarios, including pretending to be lions. They create dens and play

collaboratively together as they use each other's ideas to extend their play. Staff introduce new ideas and often ask children open questions to extend their thinking, for example about shopping, 'writing' lists and the use of money. This enables children to focus over an extended period of time and be actively involved in their next steps of learning. Although staff do not always encourage children to do practical things for themselves, overall they are strongly encouraged to carry out their own ideas. As a result, they achieve independent learning skills to stand them in good stead for their next stage in learning.

Staff use everyday routines well to promote children's learning, including their language. Each day, older children are involved in preparation of their lunches. They often walk to the shops, discussing which ingredients to buy. They talk about the foods, such as mushrooms and onions that they peel and chop, therefore recognising similarities and differences. Children see words on packaging and learn to recognise their own names as well as those of others; older ones take delight in displaying the named labels for the youngest children, as well as their own.

Babies and young children are effectively involved in sensory play. They focus well on toys that have simple mechanisms, including knobs and flaps. They learn to twist, turn and lift to achieve different effects, for example, various sounds or images. They enjoy seeing themselves in a mirror and, when older, become engrossed in activities such as finger painting. They are stimulated well as they explore varied collections of safe, interesting household items. Older children show good initiative as they collect some of these items to create drums. Staff skilfully encouraged them to explore the loud and quiet sounds that they can produce. Children investigate different media, such as dough and the combination of water with soil. They are fascinated to find that a wet mixture has frozen overnight and explore the strength and coldness of the ice.

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

Staff get to know children and their backgrounds well and work particularly effectively with parents to help children to settle, including those who initially find this difficult. Effective deployment of staff alongside the buddy key person system ensures that all children form secure emotional attachments. Staff support children and their families well with a caring, considerate approach that helps them to develop trusting relationships. As a result, all children progress quickly so that they feel safe at the nursery, including those with additional needs and those speaking English as an additional language. They enjoy being with their siblings and younger or older children during the day.

Staff follow relaxed care practices, which enable children to be happy and enjoy what they do. As a result, children develop a good awareness of taking responsibility for the safety of themselves and others. They move around calmly and safely in the spacious room, learning at an early age to play with small items when away from babies. They handle tools safely, including table knives for preparing food. Children receive effective support from staff to understand the consistent expectations for behaviour and to play well together. As a result, they willingly come to the carpet for circle and story times and share resources to take turns, for example with whiteboard pens. Children choose from a range

of good quality resources and play materials displayed at their level that well covers each area of learning. Staff also offer them a catalogue of photographs of the other resources available. They use this well to further encourage children's confidence and self-motivation to make decisions about what they wish to play with.

Children effectively learn from staff about the importance of healthy lifestyles. Babies thrive through familiar routines and settle without fuss at feeding and sleep times. As soon as they are mobile, children choose whether to play in or out of doors in the fresh air. Children have good space to be active and older ones enjoy climbing and balancing on the secure frame that offers the challenge of a rope ladder. They have regular opportunities to go on walks and to explore local woods. Young children willingly take off their outdoor footwear to help keep the floor clean. They learn the correct techniques for hands washing and know to wash after outdoor play, before preparing food and prior to eating. Meal times are sociable occasions when all children sit together with the staff. Overall, children gain good independence through known routines, for example, efficiently serving themselves with drinks and freshly prepared, nutritious foods.

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

Staff are well aware of safeguarding issues. All are confident in their knowledge of their responsibility to report any concern to the relevant authority so that children receive protection from harm. In a recent meeting, staff reviewed and discussed their child protection procedures so that their understanding is secure. The manager has a good knowledge of safer recruitment procedures so that staff are vetted before they go through an induction process. This helps to ensure that all staff working with children are suitable to do so and competent to fulfil their roles. Staff's ongoing suitability is assessed at each appraisal. Potential hazards inside and outside the nursery are minimised. Staff carry out daily checks and observe children, responding to situations as they arise; for example, they check that the climbing frame is dry before children play on it so that they do not slip.

Documentation for the safe and effective management of the setting is well organised, regularly reviewed and updated to take account of best practice. This helps to ensure that the nursery effectively promotes children's safety and well-being. Staff establish secure partnerships with other professionals and agencies to strongly support children and help them reach their potential. They have good arrangements in place to share verbal and written information with other settings for continuity of children's care. Staff are encouraged to develop professionally to enhance their knowledge and skills and a record of their training is maintained. Constant supervision by the hands-on manager enables each member of staff to discuss areas for further improvement and how these will be achieved. On a weekly basis, the manager looks at each children's observation notes to plan activities based on their individual needs. This monitoring ensures that children receive effective, individually focused support for their learning and development.

Strong partnership working between staff and parents results in regularly shared

information regarding children's learning. Staff are continually looking at ways of improving communication, for example, a recent introduction of a book to record comments. Parents regularly relate what their children have done or activities they have particularly enjoyed so that staff can build on the child's interests. However, staff do not add these to children's written learning records; they do not make the most of parents' knowledge about children's activities and progress at home to foster their learning at the nursery. Parents say that staff 'are fantastic and so supportive'. They 'always fill me in on what he's done and how it's been. It is lovely and very flexible.'

Staff are committed to providing good quality care and learning for children. Although the nursery is comparatively new, the manager has spent much time in monitoring the provision, prioritising targets for improvement and implementing these rapidly. She strongly appreciates the input of parents, children and the local authority advisor and responds immediately. She has visited another setting to gain fresh ideas that work well. Clear action plans ensure that she meets each target. The manager is currently working to further extend resources such as a story board, develop display space and enhance the outdoor area. Staff feel well supported by the provider, who listens to them and is receptive to their ideas so that they feel valued. This creates a strong team of like-minded people who work well together; their enthusiasm transfers to children who are happy and engaged in stimulating activities.

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.

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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	EY449695
Local authority	Gloucestershire
Inspection number	809491
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	14
Name of provider	Laura Jane Pearson
Date of previous inspection	Not applicable
Telephone number	07971314014

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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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