

# Kew Day Nursery

Mortlake Road, (Access via Courtlands Avenue), Kew, Richmond, TW9 4ES

<b>Inspection date</b>	09/01/2013
Previous inspection date	10/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff have good links with other professionals involved in the lives of children. This supports children's learning and development effectively.
- Children develop useful skills to prepare them for school because staff encourage the children to take responsibility and to be independent.
- Children behave well because staff use positive behaviour management methods and organise the learning environment well.

### It is not yet good because

- Children under two years of age are sometimes unsettled because their key staff sometimes provide cover in other group rooms.
- Planning for children under two years is not securely linked to children's next steps for learning.
- An improvement plan is not fully in place so that means that priorities for development of the provision is not securely established.

## 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 had a discussion with the manager.
- The inspector observed the indoor and outdoor environments.
- The inspector observed staff interaction with children.
- The inspector examined planning and assessment records.
- The inspector spoke to parents and took their views into account during the inspection.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

Kew Day Nursery has been registered since 2003 and is one of a number of settings owned and operated across the country by Asquith Nurseries Limited. It is located in a purpose built single story premises within the grounds of Kew Riverside Primary School, in Kew in the London borough of Richmond upon Thames. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting operates

Monday to Friday throughout the year except for the usual bank holiday closures. Opening times are from 7:30am to 6.30pm. There are currently 73 children in the early years range on roll. The setting provides funded places for two, three and four year old children. Children attend from the surrounding areas. The setting supports children with special educational needs and or disabilities and children who speak English as an additional language. The setting employs a staff team of 18, including three supply staff who cover absences, plus the manager. Of the staff, there is one member of staff who holds qualified teacher status, one member of staff who holds Early Years Professional status, eight qualified members of staff and the rest are working towards further early years qualifications.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that staff arrangements meet children's needs effectively and consistently, particularly for children under two and provide stability in staffing and key person relationships .
- ensure assessment information is used effectively in planning to meet the needs of children more precisely, particularly for children under two years of age.

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

- develop an improvement plan that sets clear priorities for development to improve the provision and future outcomes for children.

### **Inspection judgements**

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

Children make steady progress in most areas of learning relative to their starting points. Overall, staff devise plans that meet the needs of children and are based on areas of learning sufficiently. Staff plan children's next steps for learning by regularly observing and assessing their progress, however there are no clear links between children's next steps and plans made for children under two years of age. This means that the learning needs of children under two years of age are not met precisely. However, there are good links between assessment and planning for older children to help them progress.

Young children enjoy handling and exploring natural materials in 'treasure baskets'. They develop relevant social skills as they roll balls to staff engaging them in their play. Young

children crawl or climb onto frames, exploring a range of movements as they go down the slide. They enjoy experimenting with the sounds of their voice as they play with their favourite toys. Older children show good turn taking skills as they listen attentively to each other at group time, and take turns to speak. Staff support their learning effectively by introducing new vocabulary as children explore rough and smooth textures. Some older children use the interactive whiteboard competently to write their names and say the initial letter sound. They learn about the world around them as they engage in the role-play area set up as a doctor's surgery. Older children enjoy using a range of large and small equipment in the outdoor area to practise their physical skills.

Staff support children who learn English as an additional language by using and displaying common words in children's home language. They use simple sentences and gestures to communicate and develop children's language skills.

Staff use a range of sound teaching strategies to promote children's skills, such as following their lead as babies crawl to look at books in the cosy book corner. They give children time to think and respond as staff ask children questions at group time about their everyday experiences.

Staff have generally good knowledge of children's abilities because they observe them regularly and keep samples and photographs of their work and skills in individual learning journals. They use this information to help children move on by determining their next steps for learning. Staff provide suitable emphasis on promoting children's communication and language skills, their physical development and personal, social, and emotional development. They gather evidence of children's abilities in these areas in readiness for progress checks for children between the ages of two and three years.

Children who have special educational needs and/or disabilities make progress in their learning because staff have appropriate links with others involved in children's care and learning, such as local authority early years staff. They provide advice and information that help to devise appropriate plans for children and support their development.

Parents are kept informed of their child's progress through reports sent out by staff every three months and through twice-yearly parent meetings with staff to discuss children's progress. Parents contribute to their child's learning by sharing their observations of their child's skills with staff who use the information to help plan for their needs. This supports children's development.

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

Overall, children are content and secure because they have formed stable relationships with staff. However, there are occasions when some children under two years of age are unsettled because their key persons are taken to provide cover in other rooms. While this does not have an impact on general supervision of children as ratios of staff to children are maintained appropriately, it does create an unstable environment for young children. Staff spend time getting to know children's likes and dislikes, skills and interests and,

generally, plan appropriately to meet their needs. Consequently, most children feel secure.

Staff remind children of how to keep themselves safe by, for instance, sitting down when eating food to avoid choking, and by walking indoors to prevent accidents. They help to protect children because they carry out daily risk assessments covering all areas indoors and outdoors. Children are independent as they serve food for themselves; younger children are supported in doing so. They take responsibility for their environment by tidying up and putting chairs away safely. Older children wash their hands readily at appropriate times and understand why this is important. Younger children are helped by staff. Staff change nappies in clean, private areas of the bathroom. A nappy change chart is completed so that staff can give this information to parents when they collect their child.

Each day, children have access to both the outdoor play area and the large school fields for daily exercise and fresh air. They explore a range of movements and skills as they use challenging apparatus. Children eat nutritious appetizing lunches and select healthy snacks and drinks. Staff talk to the children about the benefits of eating well so that children learn to develop healthy eating habits.

There are very good links with the on site school to prepare children who are due to start. Teachers visit the setting to get to know children, and invite them to school assemblies so that children get used to staff and the environment. Progress reports are sent to all schools that children transfer to so that there is continuity in their learning.

Children are motivated to behave well because staff use praise to manage their behaviour. They talk to the children about why certain behaviour is not acceptable and offer alternatives; staff use distraction techniques for younger children.

Children learn about different cultures by discussing and celebrating significant events, such as Diwali by making craft items. A good range of books containing multicultural characters, dolls and play people of different nationalities help children to learn about and to respect difference.

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

Staff protect children because their practice is good. This is because they implement a range of updated policies and procedures effectively. There is a thorough and robust recruitment process that ensure that staff are suitable for their roles. Management have received training on new requirements and prioritise children's safety.

The manager has sufficient insight into the quality of the educational programme and assessments of children's progress. For example, she reviews the curriculum regularly and goes through children's learning journals to ensure consistency and quality. To this end, the manager has identified that staff need to find ways to link planning more effectively with assessment and has booked a training course for staff to attend. Her review of

learning journals feeds into an overall tracking system that highlights any groups of children who are underachieving. This enables the manager to develop action plans to close achievement gaps.

Regular supervision has been implemented and staff are offered steady levels of support through meetings with the manager. Any issues of underperformance are identified with ease and professional development plans are offered to improve staff skills and knowledge. Training needs are identified through staff appraisals every six months and staff have attended a range of courses. For example, a staff member attended a course on creativity and brought back ideas on how to extend children's creative learning using a corn flour and water mix with an assortment of materials.

Staff have effective relationships with parents. Parents comment on their child's progress and contribute to their learning. There are good partnerships with others involved in children's care and learning, such as teaching staff of the local school to support pre-school children, and local authority early years staff who offer advice on care and learning for all children of all abilities.

The manager has reflected on the provision and has identified the strengths of the provision. There is awareness of areas in need of development, however a clear improvement plan is not yet fully in place to identify priorities for development. The setting has met previous recommendations from the last inspection. For instance, staff use a variety of methods to support children who learn English as an additional language and this promotes children's language development. The setting has sufficient capacity to improve its provision and future outcomes for children.

### 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
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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>	EY266308
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	896441
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	10/02/2011
<b>Telephone number</b>	020 8878 9430

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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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