

Moor Lane Day Nursery

Moor Lane Centre, Moor Lane, Chessington, Surrey, KT9 2AA

Inspection date

18/01/2013

Previous inspection date

16/03/2012

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

- Preschool age children demonstrate high levels of confidence, self-esteem and independence. Key to this is how staff encourage children to practise self-help skills.
- The educational programmes for communication and language, literacy and understanding the world are very well delivered by staff particularly through whole group sessions and first hand experiences.
- Staff make effective use of assessment to measure and track children's progress, to identify gaps in achievement, and to plan for children's future learning.
- High levels of parental involvement in children's learning contributes to the good progress that children make towards the early learning goals.

It is not yet outstanding because

- Staff do not give enough priority to providing opportunities for younger children to engage in pretend play where they can act out their home experiences.
- Opportunities for children to carry out independent investigations outside are restricted by a lack of accessible equipment such as tape measures, cameras and magnifiers.

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 held a half hour meeting with the provider/manager in the office. The inspector engaged in discussions with her and the deputy throughout the day and carried out joint observations with them of the environment and children playing.
- The inspector observed children at play in the under two's room, the preschool room, outdoors and during lunchtime.
- The inspector scrutinised selected children's assessment records, the setting's medium term planning and staff recruitment and suitability records. She sampled the setting's policies and procedures, quality assurance process records and statutory records such as the accident book.
- The inspector spoke to and took account of the views of parents during the inspection.
- This inspection was carried out by one inspector who was present for a whole day. Due to adverse [snow] weather conditions there were only 13 children present, two of whom were aged under two years.

Inspector

Amanda Tyson

Full Report

Information about the setting

Moor Lane Day Nursery is a local authority workplace nursery and has been registered since 1990. It operates from four rooms within a former classroom annex in the grounds of the now closed Moor Lane Junior School, near Kingston-upon-Thames. The premises is now known as the Moor Lane Centre. Children are based in either the under twos room or preschool room. The latter has direct access to an enclosed outdoor play area. The nursery also has the use of a playing field.

The nursery is registered on the Early Years Register and there are currently 28 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and disabilities. The nursery operates five days a week, between 8am and 6pm, all year round apart from bank holidays. All children attend a full day. A total of seven staff, including the manager are employed to work with the children. The manager has a Bachelor of Arts (Honours) degree in early years education and childcare and has gained Early Years Professional Status. Three staff hold relevant childcare qualifications to level 4 and two to level 3.

What the setting needs to do to improve further

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

- provide young children with daily access to a role-play area that is resourced with materials and images reflecting children's family lives and communities
- make equipment, such as cameras, tape measures and magnifiers, accessible to children to aid independent learning and investigative play, particularly outdoors.

Inspection judgements

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

All children, including those with special educational needs and disabilities, make good progress towards the early learning goals from their starting points on entry. Assessment

systems, including the progress checks on two-year-old children, are very well developed. Staff track children's progress using well refined observation skills that identify children's developing interests and level of achievement. Gaps in development are identified and effectively targeted through the use of individual learning plans which are agreed with parents and any external agencies involved with children. The quality of teaching practice is consistently good. Sometimes, but not always, it is exceptional. For example, experienced staff use puppets to help children explore feelings, behaviour and relationships, and sound tube games to help them link letters to sounds. Children take themselves off into a 'listening den' made from a giant cardboard box to operate audio equipment. Whole group discussion and story times are extremely well led. Children listen attentively, confidently ask questions and express their thoughts and ideas. However, staff sometimes miss chances to respond to spontaneous opportunities for supporting learning. For example, whilst children are encouraged to compare the size of their footprints in the snow, the patterns created by the soles of boots are not highlighted. When children see resources they are inspired, for instance children use dustpans as a scoop for collecting snow when all the shovels are already in use. The nursery is equipped with magnifiers, cameras and tape measures, but these tools are not stored visibly or accessibly to extend children's thinking. As a result, opportunity to observe and photograph the foot prints is not exploited.

Planning for the educational programme in the preschool room is linked to a topic, such as 'All About Me', or 'People Who Help Us'. Children enjoy a good range of activities that provide them with access to all areas of learning, many of which link to the topic. For example, preschool age children observe and make maps of their local neighbourhood. Children enjoy visits from people in the community, such as the ambulance, fire and mounted police services. Firsthand experiences, such as discovering that they can see out but no-one can see in through the ambulance windows, as well as meeting working police horses brings learning to life for children. Children have fun with art and excel in their artistic achievements. They use their imagination to produce models of their houses, and produce stunning portraits of themselves and nature.

Staff in the under twos room make good use of observational assessment to identify repeated patterns, such as emptying and filling, in children's play. They use this information to inform and guide planning, for instance children enjoy transferring dried pasta using spoons, pots and pans. Babies and toddlers develop strength in their hand muscles and fingers as they manipulate dough and make marks and patterns with their fingers in cornflour and water. Children explore treasure baskets of everyday objects which all look and feel different. The under twos room has access to a high-quality toy cooker, sink units and role-play accessories such as pots and pans and dolls. However, these activities are planned for specific days and for a limited time period. Sometimes children do not have opportunities to act out their home experiences because role-play is not set up.

Parental involvement in children's learning is high. Parents are provided with clear information to explain the seven areas of learning. They contribute to the initial assessments of children's starting points on entry and continue to be actively involved in supporting and monitoring children's ongoing progress. For example, they help preschool age children to identify items and photographs, that link with the month's topic, to bring

to nursery to share with their friends. Parents help children to complete diary records of family activities with 'Gulliver' the weekend bear or one of the nursery 'holiday bears'. Parents are provided with twice yearly reports of children's progress and staff and parents agree next steps for children's learning. This ensures that children receive consistent learning support between their home and nursery.

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

Children are extremely happy and demonstrate high levels of confidence, self-esteem and independence within the nursery environment. The settling-in procedure for new children is carefully planned and supported by staff and parents to minimise parent-child separation anxiety. Children's individual needs are carefully considered when planning for their transition from the under twos to preschool room and from the nursery to school. Toddlers follow instructions to fetch clean trousers from their bags which hang on pegs in the corridor. Four-year-olds run errands, such as to inform the cook how many will be present for lunch. The key person system is highly effective in securing positive relationships between staff and children and staff and parents. Staff work closely with parents to meet younger children's routine care needs, such as for sleeping, toilet training and weaning. Babies sleep comfortably in cots which are equipped with familiar bedding and children's preferred comforters. Children show that they feel safe and secure by the way in which they confidently try out new ideas and ask questions about things that they do not understand. Preschool children's artistic achievements are prominently displayed which raises their self-esteem and helps children feel a strong sense of belonging. Staff are fair and consistent in reinforcing rules. They help children to overcome shyness and speech delay, and to understand and talk about their feelings through the use of special puppets. These strategies are very successful in helping children to form positive relationships with each other and to understand the effect their behaviour has on others. Children learn how to keep themselves safe through a combination of visitors to the nursery, such as the fire brigade, and through trips out into the community where they cross roads and talk about what they would do if they got lost.

The organisation of mealtimes is a key strength of the nursery provision. Children help to lay the table, choose where they want to sit, tuck napkins into their jumpers and show that they have extremely good appetites and a heart warming fondness for vegetables. Children enjoy debating what food is good for you and dissolve into fits of laughter when staff joke that they like worms in slime. Children have their own toothbrush at nursery and staff help them to understand the importance of looking after their teeth. Children keep physically active through outdoor play and trips to local parks where they are challenged by playground climbing and balancing equipment. Staff successfully adapt the environment and planning to enable the inclusion of children with disabilities. The nursery is well equipped with good quality play and learning resources. These promote positive images of ethnicity, gender and disability differences and provide all children with a good level of challenge. However, the environment is not always organised to encourage the highest level of play and learning. For example, the under twos room has few pictures and posters to encourage language development and the role play area is not always set up.

In the preschool room equipment to aid investigations are not readily available to children.

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

The setting is committed to the local authority quality improvement process which is modular based. Staff take responsibility for leading a module which involves carrying out research and delegating tasks to their colleagues. This inclusive approach to self-evaluation ensures a shared vision for continuous improvement. As a result of the 'outdoor play' module the team made a mobile caddy full of writing tools. This led to an increased interest in writing by boys. The whole team and have worked very hard to develop their systems for completing assessments on children. Previous systems have been modified and simplified and are now so effective that they are worthy of dissemination.

Parents' views are sought through questionnaires and discussion when they attend their children's review. Children's views are sought through the use of their 'all about me' books and circle time discussions. Priorities for improvement are astute and generally very well targeted. For example, a programme of parenting support classes is being set up, the first being delivered by an external specialist on 'positive parenting'. Management organise regular team meetings and they attend local area cluster groups where leaders and managers share practise issues. Staff are supported to develop their knowledge and skills through the appraisal system which identifies a personal development plan for each member of staff. There are procedures in place for managing under performance. The team have access to locally run training workshops and are supported to achieve higher level qualifications. Staff use what they learn, such as about the repeated patterns of children's play, to improve their practise and outcomes for children. Management ensure that staff have the time and space to discuss their plans for individual children in one-to-one supervision sessions. However, management allocate little time for evaluating the quality of teaching in practice through undisturbed observation. As a result, gaps in provision, such as for pretend play are not always noticed, Nonetheless, management plan to introduce peer observations which is likely to redress this.

All records and documentation required for safeguarding and promoting children's welfare are in place. The safeguarding policy has been strengthened by the addition of a policy restricting staffs use of personal mobile phones and cameras. Risk assessment is generally robust and effective in minimising accidents and incidents. There are good procedures in place for keeping children safe on outings. Staff vetting, recruitment and induction procedures are rigorous and effective. Roles and responsibilities, such as for taking the lead on special educational needs, safeguarding and behaviour management are delegated to staff with the most appropriate knowledge and skills. They regularly update this knowledge through training. Management take responsibility for all child protection issues and child protection training is mandatory for all staff. Management and staff are all secure in their knowledge and understanding of safeguarding procedures. The majority of staff hold valid first aid certificates which mean that the nursery is well equipped to deal with any health emergencies.

The staff team understand the importance of information sharing and working in partnership with other professionals involved with children, such as speech and occupational therapists. The setting's designated special educational needs coordinator works closely with key workers and the external agencies to support children's individual educational plans. Parents speak very highly of the nursery. They confirm that they receive high levels of information about children's progress and are fully involved in children's learning and development. They state that they are consulted about all aspects of care provided for their child. Parents of children who left in the summer report that children are extremely well prepared for school. They say that teachers comment on their well developed communication and language skills, their good manners and willingness to help.

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	EY281039
Local authority	Kingston upon Thames
Inspection number	814690
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Royal Borough of Kingston Upon Thames
Date of previous inspection	16/03/2012
Telephone number	020 8391 2113

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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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