

# Kindervine Day Nursery

3A Unimix House, Abbey Road, LONDON, NW10 7TR

## Inspection date

Previous inspection date

11/03/2013

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

- Children have secure, trusting relationships with their key person. Consequently, they are settled and growing in confidence.
- Children enjoy their play and learning because staff understand how children learn and provide stimulating experiences to support their all-round development.
- Children benefit from the strong partnerships that exist between the staff and parents. Information is regularly shared to support children's care and learning.
- Staff have a good understanding of promoting the health and the safety of children.

### It is not yet outstanding because

- Children do not have routine access to the computer in order to develop their skills in operating information and communication technology.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main nursery room.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range documentation including children's records and safeguarding procedures.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Kindervine Day Nursery registered in 2012 . It is privately owned by Kindervine Day Nursery Limited and operates from three refurbished rooms on the ground floor of a commercial centre in Park Royal, within the London Borough of Brent. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. Children have access to secure, enclosed outdoor play areas. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently eight children in the early years age group on roll. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and who are learning English as an additional language. The nursery employs five staff, all of whom 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:

- consider ways to enable all children to have routine access to the computer in order to develop the skills they need to use a mouse and keyboard and to interact with age-appropriate computer software.

### Inspection judgements

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

Children enjoy playing and learning in the welcoming and friendly nursery. Staff are skilful practitioners, who have a good knowledge of the learning requirements of the Early Years Foundation Stage and how children learn. Staff use effective systems to monitor and assess the development of the children in order to plan activities that provide interest and challenge. Consequently, children make good progress towards the early learning goals. The two-year-old progress check reports inform parents about their child's development in the three prime areas of learning. The reports also include the additional support that will be offered to address any emerging concerns.

Children spend time with their key person and build strong affectionate relationships with them. Babies receive plenty of cuddles and good eye contact with staff. This helps them develop a sense of security and well-being. Staff help children learn in fun ways. For example, looking at and talking about a variety of fruit and vegetables. Staff encourage children's thinking skills by asking them to describe how the vegetables feel, and what they smell like. Children match the item to the picture in the book and talk about how

good they are to eat. Activities such as this promote language and communication as well as promoting children's awareness of healthy eating. Younger children enjoy a range of equipment to help them pull themselves up to a standing position and try taking their first steps. They also have fun scrambling up low level steps and sliding down the other side to develop their physical skills. Younger children have access to programmable toys and a child-type computer to enable them to explore how to control technology. However, although the nursery also has a personal computer, it is not available for younger children to access. This reduces their ability to further develop the skills needed to operate a keyboard and mouse in preparation for school. Water play is a favourite with the children; they enjoy filling containers and pouring the water as the staff introduce mathematical language to promote their understanding, such as 'full' and 'empty'.

Most of the staff speak more than one language and use these to good effect to support children learning English as an additional language. They also learn key words in other languages to help children settle. Staff suggest 'weekend activities' that parents might like to do with their children to support their learning at home. As part of 'World book day' festivities, parents came into the nursery to read to the children in their home language. This helps children's growing understanding of the wider world.

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

Parents share a wealth of information about their child when they start the nursery. This enables the child's key person to provide consistent and appropriate care. Children spend time with their key person and build strong, affectionate relationships with them. Babies receive plenty of cuddles and good eye contact with staff. This helps them develop a sense of security and well-being.

The nursery provides a stimulating and vibrant environment for children. Staff make good use of the large variety of resources to promote children's all-round learning. Children have space to enjoy their play and become active, motivated learners as they explore the resources and equipment.

Staff carry out routine safety checks of the premises each day. They also encourage children to learn how to spot potential hazards and how to minimise them in order to keep themselves and their friends safe. For example, they inspect the front garden, and if the gate is firmly closed they highlight a 'thumbs up' sign next to the photograph of it on their check list. This activity also helps children gain confidence by taking some responsibility. Children's independence and confidence are among the areas staff focus on developing to enable children to benefit from a smooth transition to school. They encourage children to dress themselves and take care of their personal hygiene needs so as to give them a firm foundation for their future learning.

Healthy eating is promoted at the nursery. As well as talking about the goodness in fresh foods during activities, nutritious and wholesome meals are cooked on the premises each day. Children enjoy a variety of dishes that take account of their individual dietary needs. Meal times are social occasions where the children and staff sit together to enjoy their

food. Children serve their own meal and learn social skills because staff act as good role models. Children also learn the importance of physical activity and have regular opportunities to play outside in either the front or back garden, or visit the local park for more vigorous play.

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

Leadership and management of the nursery are good. The provider and manager share a firm commitment towards providing high quality childcare. They are both fully aware of their responsibilities to meet both the learning and development requirements and the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They effectively communicate their ambitions for the nursery to their motivated staff team. Robust recruitment procedures include all the necessary suitability checks on new staff. Staff supervision is used to monitor their work and on-going training is encouraged to enhance skills and knowledge. By ensuring that observation and assessment systems are effective, staff quickly identify if a child requires additional support with their learning. Staff liaise effectively with other agencies to ensure that children are given the appropriate help they need to enable them to progress.

The manager is the designated safeguarding practitioner for the nursery. She regularly updates her skills and knowledge of child protection matters by attending relevant training courses. All staff are aware of the safeguarding policy and understand the procedure for reporting concerns about the welfare of a child.

Self evaluation of the nursery takes account of the views of the parents and the staff. All comments are welcomed and considered by the management team. The recent evaluation form is detailed and provides an accurate record of the positive work of the nursery as well as areas for development. Several positive changes have evolved since the nursery opened and others are planned. These include developing the back garden to provide a richer and more enabling environment for children. Parent's questionnaires show that they are very happy with the care the nursery provides. On the day of inspection, parents commented that they like the good level of communication that they have with staff. They also said that they think the building is secure and that their children are very happy at the nursery. Staff develop effective relationships with parents. A good exchange of information occurs verbally each day between parents and staff to enable the immediate needs of the children to be met. Regular written reports provide parents with information about their children's learning and newsletters keep them up-to-date with topical issues and events.

### **The Childcare Register**

The requirements for the compulsory 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 action. 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>	EY451672
<b>Local authority</b>	Brent
<b>Inspection number</b>	883588
<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>	45
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Kindervine Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02089653993

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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, which are usually the childminder's 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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