

Kinderland Day Nursery

1 Normanton Road, South Croydon, Surrey, CR2 7AE

Inspection date	28/03/2013
Previous inspection date	24/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The nursery effectively promotes individualised purposeful learning and children make good progress in relation to their starting points.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are settled and secure.
- Resources are easily accessible in all rooms so that children can direct their own learning and staff give high priority to developing young children's physical skills.
- The nursery has effective arrangements to help children settle when they first attend, when they move between age group rooms or on to school.
- Parents and carers are well informed about their children's progress and consequently, become engaged in their children's learning in the nursery and at home.

It is not yet outstanding because

- Although staff use a sufficient range of teaching methods to support children's mathematical learning, it is not a strong enough feature of the educational programme.
- Staff do not provide enough resources to reflect the diverse cultural backgrounds of the children attending the nursery.

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.

Inspection activities

- The inspector observed staff and child interactions in all rooms of the nursery and outside.
- The inspector spoke to parents and took account of their views of the nursery.
- The inspector had discussions with the management team and members of staff.
- The inspector looked at a selection of documentation, including evidence of staff suitability, key policies to support the safety of the children and children's learning and development records.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Kinderland Day Nursery registered in 1995 and is privately owned. The nursery operates from a converted house in a residential area of South Croydon. Nursery rooms are based over three floors accessible by stairs. An outside area is available for outdoor play. The setting is open from 8am to 6pm, Monday to Friday for 51 weeks a year. The nursery serves the local community. There are currently 166 children on roll who are all in the early years age range. Children attend for a variety of sessions throughout the week. The nursery supports children who speak English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four. There are 25 members of staff who currently work with the children. Of these, one member of staff holds Early Years Professional Status, one holds Qualified Teacher Status and 18 hold childcare qualifications to at least level 2. The nursery receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- extend children's understanding of number by displaying and using numerals in a purposeful context, such as, a) putting a number label on each bike and a corresponding number on each parking space and b) Include counting money and change in role-play games

- enhance children's understanding of different cultures by providing resources which represent children's diverse backgrounds such as role-play areas with a variety of resources reflecting diversity.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage. Overall, activities are well planned to cover all seven areas of learning. Children make good progress because staff support them well and provide high levels of individual attention. Staff frequently observe what children can do and this enables them to have a clear understanding of the progress children are making. They use this information, as well as children's interests, to guide individualised planning and ensure children have plenty of choice and can offer their ideas each day.

Parents are fully involved in their children's learning and there are excellent lines of communication between staff and parents. An effective key person system means individual children's diaries are shared regularly. Parents are encouraged to provide information about their child's learning at home. This enables staff to make accurate assessments about children's current abilities and supports them to tailor experiences to meet the individual needs of the children. Consideration is given to the variety of children's home backgrounds and staff support children who are learning English as an additional language well. Bilingual members of staff especially support the flow of two way information for parents whose first language is not English. However, staff do not give enough thought to providing a wide range of resources that reflect the differing backgrounds of the children who attend. For example, children do not have access to everyday items that reflect their cultural heritage in order to share this identity with others through their imaginary play.

Children have good opportunities to develop their language skills. Staff talk to the babies and toddlers constantly and successfully demonstrate that they understand their responses. This encourages babies and toddlers developing communication skills. The older children are confident communicators, ask lots of questions and are particularly interested in what visitors are doing. Displays of children are also used well to encourage conversations. For example, children can look at photographs of themselves and family members and recall the activities they have taken part in at home and while at nursery. Babies and young children are alert and interested in their surroundings. Plenty of hands-on, purposeful activities are provided each day. Heuristic play engages the children's natural curiosity to learn things for themselves through their own trial and error. For example, treasure baskets with household objects and natural sensory materials help develop children's awareness of shape, colour, weight and texture long before these concepts can be put into words. Treasure baskets also keep children absorbed and intrigued in purposeful play. Spaces within the baby room have also been imaginatively created where the youngest children can take part in sensory exploration using their whole bodies.

Older children recognise their names and staff effectively teach children the letters and sounds of the alphabet. Staff offer sensitive support to help children 'sign' their artwork and all children learn about sounds and rhymes through singing songs together. They are eager and willing to join in with action rhymes. Children express their enjoyment at listening to stories and often choose to browse through the wide range of fiction and non-fiction books. Children of all ages handle the books with care, for example when lifting the flaps to see what picture is underneath and when they have finished they replace it in the book case.

Children are suitably supported in their mathematical development, and older children can recognise and name the shapes they see around them. The babies and toddlers play with small world equipment and are beginning to sort and match items and classify them by their use. However, there is scope to improve children's number application within everyday play and routines such as, counting out cups during lunch. Children have good opportunities to learn about technology, they navigate computer programmes with confidence. All such experiences help to provide children with useful skills as they get

ready for their eventual move to school.

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

Children and babies develop a very secure sense of belonging as they develop strong bonds with their key persons. Effective staffing ratios ensure that children are strongly supported as additional staff are always available, above the minimum requirements. Regular communication with parents helps develop strong partnerships between all those involved in keeping children safe. The nursery requests information from parents prior to children starting in the nursery about care routines, interests and capabilities. This ensures that individual needs are known and respected from the outset. Consequently, children settle well and babies are successfully cared for according to their parent's wishes and their individual needs.

Children's physical development is given high priority. There are opportunities for all children to play outdoors in the fresh air regularly during the day. The outdoor spaces offer children resources where they can explore, move and engage in imaginary play. Regular outings are also organised within the vicinity to develop children's understanding of the local environment. The indoor physical play room is used well as an addition to the other play spaces. Children have great fun climbing on the varied range of safe, play apparatus. Staff are trained to deliver the 'baby moves' programme. Therefore, planning for physical development also includes opportunities for children to practise movement through sensory experiences and music. Weekly sessions delivered by trained 'leaps and bounds' instructors add further enjoyment to children's natural desire to be physically active. Staff know the importance of letting children learn some finer physical skills for themselves. For example, attempting to put on their own coats and shoes, pour drinks or use cutlery to help them become more independent.

Children's good health is promoted well through effective nursery routines and procedures. Children are protected from cross-infection because staff follow good hygiene practices. The baby and toddler rooms implement a 'no shoe' policy to ensure the floors where children crawl and play remain clean and germ-free from outside debris. Children are well nourished because they are provided with a good range of healthy foods at mealtimes. They have hearty appetites and mealtimes are very social periods of the day. Older children serve food for themselves and know they must eat their vegetables, stating "they are good for you". Children are encouraged to develop a good understanding of keeping themselves safe. The older children learn the rules to keep themselves safe when playing on the equipment in the garden and all children practise fire evacuation procedures regularly so that they can all get out of the building safely. All toys and play materials within reach of babies are safe for them to explore using their mouth or hands. Good quality, robust baby equipment and furnishings are provided. Staff frequently check that all equipment is clean and in good repair. Praise is given freely to children and babies, ensuring that they develop confidence and self-esteem and understand that they have done well. Children understand the need to behave responsibly, use good manners and learn to follow important social skills, such as sharing and taking turns with equipment. As a result they demonstrate good behaviour.

Children are happy as they play in both small and large groups and they demonstrate high levels of concentration and persevere in their tasks. Each playroom is safe, bright and full of visually stimulating experiences. Care and consideration has been given to the layout of each room to support both mobile and non-mobile children effectively. Children of different ages play together at certain times of the day. Therefore, when the time comes to make the move to their new playroom children are familiar with their new environment. They have also started to form bonds with their new key person which further assists them to settle quickly. This process helps children to feel secure and to make such moves without distress. A smooth transition also occurs when children make the move to school. Informative parent's evening support parents in the school application process and also gives them useful information on the types of activities and routines their child will experience at school.

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

The registered providers fully understand their responsibilities in meeting the requirements of the Early Years Foundation Stage framework. Systems have been implemented to monitor observations of children's progress and development within each room and this also successfully highlights when there are possible gaps in learning. The setting is thoroughly organised in relation to the regulatory record keeping and information is easily accessible and systematically ordered for reference. Self-evaluation takes account of the views of children and their parents. The nursery management work closely with the staff team to move the nursery forward and improve the quality of care and education. Regular staff meetings ensure that new ideas are developed and children can experience many interesting activities each day. There is a strong commitment to developing staff personal effectiveness and knowledge of how children learn. Staff attend regular training courses and the nursery employs a qualified nursery teacher and a member of staff has achieved Early Years Professional Status. As a result, children are supported by well qualified staff to achieve to the best of their capabilities.

Children are effectively safeguarded as staff are fully aware of their child protection responsibilities. Comprehensive child protection procedures recorded on flowcharts ensure that staff are fully aware of the steps to take if they have concerns about a child's welfare. Each member of staff has their own handbook with the nursery policy and safeguarding training is routinely organised for all staff. Recruitment procedures are robust and staff complete the necessary background checks through the Criminal Record Bureau. Risk assessment of the nursery premises is thorough to keep children safe. All necessary safety precautions are implemented and reviewed regularly, particularly the security of the building. The staff are vigilant about security and children and staff are protected by CCTV and coded entry systems.

Children play and learn in an environment where the management and staff actively promote equality of opportunity and anti-discriminatory practice for all children. The nursery links with relevant professionals to ensure that any additional needs that children

may have are identified and early support is obtained in a timely way. Children benefit from the friendly partnerships the staff develop with parents and carers. Informative notice boards, newsletters and the website keep parents informed of events within each playroom. Each day the parents of babies and toddlers are given a written account of the care arrangements and activities their children take part in. Parents' views are sought through discussion and they are invited to attend forum meetings when they can contribute ideas to improve the nursery parents speak very positively about their children's progress and commend the ways in which staff engage children in a wide variety of 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 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

Unique reference number	124972
Local authority	Croydon
Inspection number	908171
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	166
Name of provider	Kinderland Day Nursery limited
Date of previous inspection	24/03/2009
Telephone number	020 8760 0617

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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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