

# Kings Nursery

King George's, Playing Field Pavilion, Park Ave, Sittingbourne, Kent, ME10 1QX

<b>Inspection date</b>	18/07/2013
Previous inspection date	06/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- There is a warm, friendly atmosphere, characterised by busy, happy children who enjoy interacting with their friends and staff.
- The managers work together well and demonstrate a clear understanding of their roles and responsibilities. They have effective systems in place to review the practice and service to make good continuous improvements.
- Staff are effective in promoting children's critical thinking skills, and as a result children are motivated to explore and to tackle new challenges.

### It is not yet outstanding because

- Children have fewer opportunities to explore a range of natural materials and extend their understanding of the world around them.

## 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 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 reviewed a sample of a range of documentation including children's records, safeguarding procedures, planning and policies.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector talked to the managers about the nursery and how they are driving forward improvements and they discussed their action plans.
- The inspector undertook a joint observation with one of the managers.
- The inspector took the view of those parents and carers spoken to on the day.

**Inspector**  
Sara Garrity

## Full Report

### Information about the setting

Kings Nursery opened in 1998. It operates from one room on the ground floor of the pavilion in a park in Sittingbourne, Kent. The nursery also has use of a large room on the first floor, which is only used when additional space is required, as it does not have disabled access. All children have access to a small enclosed outdoor play area as well as the park and community playground. The nursery has sole use of the building when in operation.

The nursery serves families from the local community and surrounding area. It is open each weekday from 9am to 3pm, term time only. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 46 children on roll in the early years age range, aged from two to under five years. The nursery is in receipt of funding for the provision of free early education for two, three and four year old children. They support children who have special educational needs and/or disabilities.

There are six members of staff, all of whom hold appropriate early years qualifications at National Vocational Level 2, 3 or 4. The nursery receives support from the Local Authority Setting Improvement Partner.

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

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

- enhance children's learning about the world around them, for example, by providing natural resources for them to explore and investigate freely.

### Inspection judgements

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

Staff have high expectations of all children and a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. All children make good progress in each area of their learning. Staff carry out initial assessments on the children when they start at the nursery. As a result, staff build on what children know and can already do and plan appropriate activities to challenge and interest them. All staff undertake and record regular observations of the children. Each child has a key person who is responsible for collating and reviewing the observations, as well as monitoring their progress. This enables staff to develop a good understanding of their key children's learning styles and next steps in learning. The children have individual learning journeys

where observations, photographs and samples of their work are stored. These are shared with parents regularly. Parents are also encouraged to add to the learning journeys and to share information about what their child has been doing at home. Staff demonstrate a good knowledge of their key children's stage of development and work closely with parents to provide continuity of care and learning. Progress checks for children aged between two and three years are completed, which provides parents with a summary of their child's strengths and identifies any areas where further support may be required. Staff also complete assessments for those children going to school. This provides the children's new teachers with a summary of children's progress, enabling them to develop understanding of children's individual needs. As a result, the schools receive sound information to support children in the next stage of their learning.

There is a good selection of toys and resources for the children to choose from, however, they have less opportunity to investigate natural materials and objects within the nursery to support their understanding of the world around them. Staff support the children's communication and language skills with sign language as well as picture cards, which provide a visual reminder to the children of the daily routines. The staff encourage the children to become independent learners and thinkers by asking appropriate questions to predict what will happen next. For example, the children decide where the ball will appear when they place it in the large tube.

The staff provide the children with opportunities to join in small group games where they take turns and support each other to follow the rules. Staff make effective use of situations to extend the children's knowledge and vocabulary, for example, talking about where milk comes from and why it is important for us to drink it. The younger children particularly enjoy the water tray with its containers and funnels. This supports their mathematical skills well as they learn about measurements and quantities during their play. The staff make good use of signs around the room to raise children's awareness of the written word. The children enjoy playing in the sand and use brushes and water to paint the outside walls. This promotes children's early writing skills effectively outdoors, which effectively supports children who learn better outside to develop these skills. The children benefit from a wide selection of activities and experiences to explore and investigate. The train track on the carpet engages the children's imagination well and promotes their cooperative play. The children interact with their friends and talk about where the train is going and what will happen when they get there. Children are consistently occupied, active and enthusiastic in their learning and therefore develop good skills to support their future learning.

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

The staff have established strong, nurturing relationships with the children. They effectively promote the children's personal, social and emotional development. Staff encourage the children to try to have 'a go', offering lots of praise and encouragement to support children positively. The children benefit from being looked after by warm, caring and dedicated staff. A well-established key person approach is in place to help children

develop a strong sense of security. The children know who their key person is and children are eager to go off into their key groups to spend special time together, reading or playing games. The key person system is also effective in helping children make the move from home to nursery. As a result, new children quickly settle. Parents are extremely pleased with the help and support they receive from staff before their child starts at the nursery. Staff have also forged close links with the local primary schools to effectively support the children's move to school. The children talk excitedly to staff about visits they have had to their new schools, and about their new class teachers.

The staff set out the nursery to ensure that the resources are accessible to all of the children. The low storage units enable the children to choose the toys they wish to play with. All the children at the nursery are happy and content to explore and investigate the busy and stimulating nursery room. The children's behaviour in the nursery is exceptional. The staff are positive role models and speak calmly to the children. As a result, children are kind to their friends, and share and take turns. The children move freely between the inside and outdoor areas, making independent choices about where they wish to play. They enjoy helping staff, such as finding the missing piece of a puzzle, as well as helping to put equipment out.

The children's good health is supported well through daily opportunities to go outside to play. They remind each other to put on hats before going out in the sunshine. This demonstrates children's good awareness of staying safe in the sun. The staff are aware of the lack of shade in the outside area so monitor the children's play, so that they are not in the sun for too long. The staff make good use of the shade of the trees in the park, where they read stories to the children and play singing games. The staff regularly take the children to the local playground to extend challenges to children's physical development. They carry out risk assessments before allowing the children to use the climbing frames and slides.

Staff maintain a healthy environment for the children. They adopt a positive approach to supporting children to develop a healthy lifestyle. Children are able to manage their own personal hygiene routines well. The older children understand the importance of washing hands to make sure there are no germs, which will give them a poorly tummy. Children enjoy snack time, where they are offered a variety of healthy foods. Staff make effective use of this time to promote children's independent skills well. For example, staff support the children in pouring their own drinks and to learn new skills as they learn to cut up their own fruit. At lunchtime, the children sit in small groups and staff interact with them to promote their conversation skills as they happily chatter with friends. This makes meal times a relaxed and social occasion.

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

The managers and staff demonstrate a secure understanding of their responsibilities to meet the Early Years Foundation Stage requirements. All staff are fully aware of the

possible signs that a child may be at risk. They demonstrate a strong understanding of safeguarding procedures to manage any concerns about children's welfare. Staff carry out effective risk assessments and daily safety checks to promote children's safety. Robust recruitment procedures mean that all staff undertake relevant suitability checks before starting at the nursery. This means that adults are appropriately vetted to have contact with children. There is a clear induction procedure for new staff, which ensures they receive sound support to understand their roles and responsibilities, such as learning about the nurseries policies and procedures.

The managers make effective use of supervision and annual staff appraisals to identify staff training needs well. Staff are very keen to participate in further training to increase their professional knowledge. For example, some staff are currently undertaking Special Educational Needs training to ensure that they have secure and up-to-date knowledge and understanding. As a result, staff are able to support all children attending the nursery well. Staff make effective use of planned and spontaneous events to promote children's learning and development strongly. Regular monitoring checks ensure that staff record children's progress and identify the next steps in their development accurately. This means that children receive good support and enjoy interesting and varied activities to promote their good progress in all areas of learning.

The managers, with the help and support of the nursery staff, continuously review the practices in the nursery. Staff use their training experiences effectively to review practice and implement changes to benefit children's learning. For example, lower units units have been introduced to enable children to select and choose resources more easily. This has improved the outcomes for the younger children in the nursery who are now able to access resources independently. Concise action plans are in place and all recommendations from the previous inspection have been met. The managers value the views and opinions of parents, carers and children. Recently completed parent questionnaires are extremely positive about the nursery's service. Any suggestions made by the parents for improvement are considered well, and they are informed of the outcome. For example, parents highlighted that they would like the fencing around the outside play area to be reviewed. This has now been added to the action plan. The managers have recently undertaken leadership and management training, and are using the skills they have acquired to reflect on and improve their own practice. Consequently, there is a positive drive to make good continuous improvements to benefit children's outcomes.

Good communication and partnerships are in place with parents. They have access to informative notice boards and regularly receive newsletters. Parents' spoken to on the day of the inspection state they are extremely happy with the support they receive from staff. There are good links in place with outside agencies and other early years settings to promote continuity and consistency to meet children's care and learning needs.

### **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
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>	127306
<b>Local authority</b>	Kent
<b>Inspection number</b>	842850
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Kim Beech and Karen Williams Partnership
<b>Date of previous inspection</b>	06/07/2010
<b>Telephone number</b>	07796 147043

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

