

# Coombe Day Nursery

Courtney House, Station Approach, Norbiton Avenue, KINGSTON UPON THAMES, Surrey, KT1 3QT

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 12/08/2013 |
| Previous inspection date | 09/09/2010 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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 benefit from a welcoming, inclusive setting. Children of all ages show good levels of confidence and independence and are motivated to learn.
- Children take part in a wide range of interesting activities and experiences that match their interests and needs. They make good progress in their learning.
- Staff work closely with parents and keep them well informed.
- The management team are very committed to continually developing the provision. They take well-targeted steps to address any areas they identify for improvement.

### It is not yet outstanding because

- Staff have not yet fully developed the use of children's home languages in their daily practice at the nursery.
- Role play resources in rooms for younger children are not always organised effectively to fully encourage imaginative play.

## 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 observed children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the management team and staff.
- The inspector sampled records including children's files, planning, self-evaluations and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

## Inspector

Rebecca Khabbazi

## Full Report

### Information about the setting

Coombe Day Nursery registered in 2002 and is privately owned. It operates from a purpose-built single storey building behind Norbiton Station, within the Royal Borough of Kingston-upon-Thames. Children have use of five base rooms within the nursery and there is an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It currently offers care for children in the early years age range only. The nursery is open each weekday from 8am to 6.30pm for 51 weeks of the year. There are currently 78 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged three and four years old. It supports children who speak English as an additional language.

There are 17 members of staff who work with the children including the manager. The manager holds a relevant qualification at level 5, and is working towards level 6. There are 15 members of staff who hold relevant qualifications. An apprentice is working towards a qualification.

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

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

- extend the use of children's home languages within the nursery, to further support children's communication and language skills
  
- review role play resources for younger children to encourage and stimulate a wider range of imaginative play experiences.

### Inspection judgements

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

Staff welcome all children into the nursery. They gather detailed information about each child's background, needs and starting points. For instance, they ask parents to fill out comprehensive 'all about me' forms and talk to them as part of the settling in process. This helps ensure staff can meet all children's specific individual needs well and provide appropriate support, as well as any adaptations they require. Staff make regular observations of children's achievements and use these effectively to identify next steps and plan activities that build on their knowledge and skills. As a result, children make good

progress in their learning. Staff keep parents well informed about children's progress through daily feedback sheets and verbal discussions. They invite them to parents' meetings and share progress reports and observations sheets with them on a regular basis. This effectively involves parents in their child's learning. Staff also encourage parents to share information from home. For instance, parents can email the nursery photographs and comments about children's achievements, which staff then add to children's records and include in their assessments.

Staff plan and provide an interesting, varied curriculum that ensures that children of all ages take part in a well-balanced range of indoor and outdoor activities and experiences. They ensure that resources are set out so that babies and toddlers can explore them freely. Children in these rooms enjoy investigating toys in baskets, drawing at the low table with big crayons or moving through a tunnel. Staff promote their early communication skills appropriately when they talk to them as they play, repeat words and sing rhymes. Children grow in confidence as they hold their own glue pot during a sticking activity and have fun exploring big pieces of colourful tissue paper and glitter as they create pictures. Older children learn useful skills and attitudes that prepare them well for the next stage of learning and for school. They listen attentively to staff at group times, speak confidently and staff encourage them to do things for themselves. Staff promote children's language development skilfully when they ask questions to extend conversations and encourage children to express their ideas. They support children who speak English as an additional language appropriately when they start, for instance by finding out key words from home. However, staff have not yet fully developed the use of children's home languages within the setting. For instance, they are just starting to introduce some signs and labels in different languages in the playrooms.

Staff use role play experiences in 'Butterflies' room very effectively to develop children's skills and stretch their imaginations. They encourage children to write as they play and use their number skills to work out how many coins they need to pay at the market stall. Children pretend to be the stallholder as they add items to the weighing scales until they balance and they carefully write out a list or a receipt. However, staff do not fully extend role play experiences for children in the other rooms in the nursery, in order to stimulate children's imaginations and extend their learning. Children of all ages in the nursery have fun outdoors. They explore with magnifying glasses or build with large-scale construction sets. Staff support their understanding of the world around them when they plan activities such as growing plants and vegetables. Children dig in the earth, learn how to care for courgettes, tomatoes and sweet corn and wait patiently for apples to grow on the tree.

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

Children make good relationships with staff and each other. An effective key person system ensures that babies benefit from consistent carers. Staff spend time getting to know them well when they start and take care to follow their familiar home routines. This supports children's emotional and physical well-being and helps them feel secure. Staff have a calm, consistent approach. They give gentle support and guidance that helps children behave well. They remind younger children to be kind to each other and help

older children resolve disputes for themselves by talking to each other and finding a solution. Children quickly become familiar with the routines and expectations of the setting. They play well together, line up quietly to go outside and show care and concern for their friends. Older children show very good levels of independence. For example, they help set out the tables for lunch, confidently pour their own water and serve their own soup.

The nursery is welcoming and well organised. Children choose from a good range of age-appropriate resources and play materials both inside and in the garden. Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. They help children gain an understanding of how to keep themselves safe through carefully planned 'risky play' activities that allow children take controlled risks, such as using real tools to cut up guttering or drill holes, under close supervision. Children of all ages take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted well. Young children learn to manage their own personal needs when they wash their hands before they eat and clean their face with a flannel afterwards. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which help minimise the risk of cross-contamination, and they dispose of nappies safely. Children benefit from nutritious well-balanced meals that are freshly prepared on the premises and take into account their dietary needs. They play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they run around, climb up to the slide or take part in a tennis session.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are appropriately vetted and suitable to work with children. Staff understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. There are clear systems for induction so that staff are familiar with policies and procedures and they work well in practice. All required documentation is in place. Records are comprehensive, well organised and up to date. The management team monitor staff performance effectively through regular supervision, appraisals and observations and quickly address any issues that arise. Staff have opportunities to attend local courses and management also arrange regular in-house training. This results in a well-trained, supported and motivated staff group.

The management team and staff group are committed to continually developing the nursery. They have a good understanding of the learning and development requirements and monitor the provision closely, for instance through activity evaluations and close tracking of children's progress. Where they identify any areas for improvement in the nursery, staff take appropriate steps that lead to improved outcomes for children. For example, they have re-developed the outdoor play area. As a result, children now benefit from a more accessible, safer environment and enjoy a wide variety of outdoor

experiences across all areas of learning.

Staff work closely with parents and value their contributions highly. They gather regular feedback from parents, such as through the newly introduced 'question of the week', and use this to continually develop their practice. Parents speak highly of the staff at the nursery and praise their commitment and their welcoming approach. Parents have access to comprehensive policies and procedures. They are kept well informed about the provision through the nursery's website, which has a secure parent zone, as well as regular newsletters. Staff build effective links with other settings that children attend where this applies, for instance as children prepare to move on to school. They also work closely in partnership with other professionals and agencies where necessary, if children have additional needs. This ensures children experience a consistent approach to their learning and care.

### **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>     | EY250495                 |
| <b>Local authority</b>             | Kingston upon Thames     |
| <b>Inspection number</b>           | 899131                   |
| <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>      | 50                       |
| <b>Number of children on roll</b>  | 78                       |
| <b>Name of provider</b>            | Zahida Khan              |
| <b>Date of previous inspection</b> | 09/09/2010               |
| <b>Telephone number</b>            | 0208 549 5343            |

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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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