

First Insight To Learning

Beverley Park, Park View, NEW MALDEN, KT3 4LL

Inspection date

16/08/2013

Previous inspection date

18/11/2009

The quality and standards of the early years provision

This inspection:

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

- Staff are kind and calm with the children, who are confident, happy and secure in the setting.
- Children play, learn and develop in a busy environment where they take part in exciting, fun and challenging activities.
- The staff give priority to the safeguarding and welfare of children meaning they are safe and protected as they play.
- Staff use high levels of interaction with the children. They use language that encourages the children to think for themselves.

It is not yet outstanding because

- Children are not always given opportunities to develop their independence and self-help skills at meal times

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 conducted observations of children in the nursery.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took into account the views of parents of children who attend the nursery.
- The Inspector discussed roles and responsibilities with staff members including safeguarding.

Inspector

Julie Biddle

Full Report

Information about the setting

First Insight to Learning limited opened in 2003 and was re-registered in 2008 under the same ownership. The nursery operates from the Pavilion within Beverley Park, in a residential area of New Malden. The single-storey pavilion building has one playroom for the babies and one for older children. Children have access to an outside play area and a covered veranda. Access to the premises is via two low steps. The setting is registered on the Early Years Register. There are currently 25 children in the early years on roll. The nursery is open every weekday from 8am to 6pm, for 50 weeks of the year, excluding Bank Holidays. The nursery offers extended hours for children to attend between 7.30am and 6.30pm. It closes for a week in the summer and a week between Christmas and New Year. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications. The manager has Early Years Professional status.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence, particularly in relation to snack and meal times.

Inspection judgements

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

The children play and learn in an environment that is busy and purposeful. They clearly enjoy learning through play and they are excited and enthused by their chosen or planned activity. Planning is based on staff's secure knowledge of the children's development and next steps in their learning. The staff are very responsive to the children, which means the children have a positive learning experience as they play. Children are eager to join in with the planned activities. For example, they have a wonderful time as they play a pirate game. The children and staff talk about treasure maps and 'X' marks the spot as they search for treasure. The children take the lead and decided they need eye patches to enhance their game. They talk to staff about the materials they need to make the patch. As a result of these imaginative learning experiences children extend their language skills and thinking patterns. Children are eager to join in with conversations with their friends and the staff in the nursery. Staff use these opportunities to encourage children to think and solve problems for themselves. For example, children ask what would happen if their paper planes crash into the sea. They use the water tray to see what happens. Children are pleased to report to the staff the water had changed colour and the plane had collapsed. Staff plan activities that successfully prepare the children for school. For

example they talk about listening to each other and have the confidence to ask for help and support.

The effective key person system supports children as they move into different rooms. For example, children who are moving rooms visit the new room with familiar staff, which supports the children to feel safe and secure in their new environment. Staff offer consistent support to children. Babies are cared for by staff who provide activities and resources that stimulate and encourage their learning and development. Staff support and comfort children when they are upset. Babies are well supported at meal times. They have comfortable and appropriate seating, which allows them to enjoy their food.

Assessment of the children across the nursery is precise and focused on each individual child. The system for assessing children demonstrates the good progress they have made in relation to their starting points. Staff have completed the required progress check for children when they are aged between two and three years and share the report with parents. Partnerships with parents and other professionals are effective. Staff ensure information is available for parents to refer to, including menus and planned activities. References to the Early Years Foundation Stage support parents to understand the links between activities and the areas of learning.

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

A well-established key person system helps children form strong emotional attachments with the staff in the nursery. This means children are able to feel safe and content as they settle in the nursery. Babies are comforted when they are distressed by caring kind staff. The stimulating environment is busy with creative work and photographs on display to enable children to feel a sense of belonging. In addition, it offers children opportunity to make choices about activities. They can easily select for themselves writing materials and creative resources that they use very competently to express their creativity.

The staff team offer good levels of praise and encouragement that supports children's self-esteem and confidence. Staff are positive role models who speak to the children with sensitivity and kindness. Children seek out comfort and assistance when they need to, knowing their needs will be met with consideration. Children are cared for in a safe and secure environment where they are developing an understanding of manageable risk and how to keep themselves safe. They understand the importance of not running inside and how to move carefully from the indoor to the outdoor environment. Children enjoy opportunities to walk in the local park. They talk about the listening walk; where they take clipboards and pencils to record what they hear on the walk.

Children learn about healthy living and staff effectively support their good health. They have frequent access to an outdoor area where they explore, investigate and develop their physical skills. They know why they must wash their hands after messy play and before eating. Snacks are healthy and nutritious enabling children to select from a varied range of fruits such as mango, plums and oranges. Food is freshly prepared and cooked on site and meets the dietary needs of all the children attending. Children talk about their favourite

lunch and are delighted when this is served to them. Children help to prepare the table and staff use this time to develop children's understanding of numbers. Children enjoy lunchtime as a sociable occasion for everyone. However, children do not routinely have opportunities to develop their self-help skills as staff serve the food and pour the drinks for them.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, all of the legally required documents, policies and procedures are in place. This contributes to the safety and welfare of the children. The required staffing ratios are met and staff are effectively deployed to ensure that all children are supervised, to meet their individual needs. Staff follow the nursery's procedures when administering medication and keep clear records of what was administered, at what time and by which member of staff. Parents provide prior consent for administration of this medication and acknowledge the records of this afterwards. Thorough risk assessments are completed within the nursery environments and for outings to identify and minimise any potential safety hazards. Staff are vigilant in their supervision of the children to keep them safe.

Arrangements for safeguarding children are effective as staff implement robust policies and procedures throughout the nursery. Staff have a good understanding of safeguarding issues, while the manager takes the lead role in dealing with any concerns to help protect the children. Rigorous procedures are in place to ensure the safe recruitment and vetting of all adults working directly with the children. The manager ensures the staff remain suitable to work with children through a system of appraisal and monitoring of practice. This effective monitoring system leads to training opportunities for staff. This means the staff remain motivated in their work with the children. The nursery has a selection of written policies and procedures, which the staff effectively implement to help ensure the safe and efficient management of the nursery. Subsequently, the nursery consistently promotes children's safety and welfare. For example, the administration of medication is recorded in detail and staff's ongoing suitability is monitored.

There are good systems in place to promote partnership working with parents, carers and others. Parents are actively encouraged to be involved in the nursery and well-organised systems are in place to share information. For example, staff talk to the parents on a daily basis to provide continuity and consistency of care. There are regular opportunities for the parents to discuss the children's progress. These processes help ensure that parents are successfully included in their child's continuous learning and development. Discussions with parents reveal that they are very happy with the care and learning opportunities for their children. The nursery has developed effective channels of communication with a range of professionals. For example, they work closely with the local authority to ensure staff practice means all children feel valued and fully included. In addition, the nursery works closely with other professionals in the assessment of the children. The manager has developed an effective system of self-evaluation and consideration is given to the views of

children and parents. She has identified areas for improvement and is proactive in working towards making changes to benefit the children.

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	EY368846
Local authority	Kingston upon Thames
Inspection number	932372
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	19
Number of children on roll	25
Name of provider	First Insight To Learning Limited
Date of previous inspection	18/11/2009
Telephone number	07938447433

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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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