

King David Nursery/Pre-School

Riverside Centre, Carrack House, Salford Close, Erith, Kent, DA8 1SA

Inspection date

Previous inspection date

09/10/2013

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

- There is a strong commitment from the management team to continue to improve the service offered through identifying and sourcing further training.
- All children are welcomed and supported by staff to make good progress in their learning and development. The staff provide an inclusive service and support and value children's home languages.
- Effective systems enable staff and management to work in close partnership with parents, which fully promotes parental involvement in their child's learning at home.

It is not yet outstanding because

- On occasions, staff offer less challenge during planned group activities and there are fewer opportunities for children to operate technology to fully promote their learning.
- Some staff do not provide children with consistent explanations to clarify the reasons for the nursery's behaviour guidelines to fully promote children's understanding.

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 activities in the main play room.
- The inspector had detailed discussions with the provider and the manager of the setting.
- The inspector completed a joint observation with the manager during the afternoon physical activity session.
- The inspector sampled a range of documents including children's records and policies and procedures.
- The inspector spoke to parents during the inspection, taking account of their views.

Inspector

Catherine Marsh

Full Report

Information about the setting

King David Nursery/Pre-School has been registered since January 2005 and re-registered in 2013 as a limited company. The pre-school operates from a community centre at the Riverside Centre, Erith in the London Borough of Bexley and serves families from the local community. The pre-school use a main room as a play area, an office, a kitchen and toilets. They have sole use during the hours of operation, although the premises are used by other groups at other times. The pre-school operates Tuesday to Friday from 9am until 3.00pm during term time only. The pre-school is registered on the Early Years Register. There are currently 16 children on roll who attend for a variety of sessions. The pre-school is in receipt of funding for free early education for children aged two, three and four years old. A team of three qualified staff work directly with the children. The pre-school receives support from Bexley Early Years.

What the setting needs to do to improve further

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

- strengthen group activities to offer further challenge and interest to all children and extend opportunities for children to regularly use technology resources and equipment
- support children's understanding of managing their behaviour further by offering consistent reasoning for boundaries, rules and limits in the nursery.

Inspection judgements

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

Staff know the children in their care well. Children arrive confidently and engage in play as activities and resources are laid out to be inviting and reflect the learning needs of the different ages attending. Each child has a key person who is responsible for making their observations, although children develop close bonds with all staff. Key persons know the children well and work with parents to meet their care and development needs. Parents are involved throughout the time their child attends through participation in the two year progress check and support their child's learning at home. Parents are provided with a wide range of detailed information to inform them about what the nursery does and how they can continue their children's learning at home. Staff continually complete regular 'snap shot' observations on children, as well as more detailed observations termly. This enables staff to monitor children's progress effectively and helps them to plan for

children's next steps in their learning.

A good balance of adult-led and child-initiated play helps to ensure children are occupied, supported and spending time in activities that contribute to them making good progress. Examples of children's work are displayed throughout the setting. This reflects children's achievements and promotes a sense of belonging. Children are friendly towards each other; they initiate conversations as they play and listen to each other. Children have good relationships with staff, they enjoy sitting with staff and playing at most of the activities available. Children enjoy group activities and most participate in these successfully. However, staff do not always fully challenge and interest all children during these group activities, which occasionally results in minor disruptions to children's planned learning.

Children listen to stories read by staff in the quiet area; they focus their attention on the story and follow with interest. Children follow instructions when supported by staff at the cotton reel activity. Staff spend some time supervising children during these adult-led activities, while at other times they engage, challenge and extend children's learning opportunities. Children begin to understand questions; for example, when staff question them about what they have for lunch, children draw the food on the plate template. This provides staff and children with opportunities to talk about healthy food and the better options to choose for foods that are good for us. Staff also help children understand about safe risk taking during free play activities. For example, children build a tower with large bricks and staff are nearby to ensure no-one gets hurt when the tower gets high. Children have opportunities to operate technology to help support their future learning; although these opportunities are not always freely available. For example, the computer is not always turned on to fully enable children's use of this equipment.

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

Children's physical and emotional well-being is met effectively as staff bond with children, forming secure attachments. Staff are good role models and are deployed well. They act affectionately towards children, and work well as a new team. Children observe staff talking with their parents every day, all of which helps children feel safe and secure at the setting.

Children generally behave well; they are reminded of the setting's behaviour rules during everyday play and were observed reminding each other. However, some members of staff are not always offering children consistent explanations to reinforce the rules. For instance, when food was dropped on the floor, a child was told 'we don't eat anything that has touched the floor'. However, staff did not provide a clear explanation as to why this rule is applied to fully support children's understanding.

Staff observe children as they play and plan effectively for their individual needs, taking into account their likes and dislikes. Staff link observations to the Early Years Foundation Stage so that they can check children's progress as they learn new skills. Children take small but safe risks as they play inside and handle equipment safely, such as scissors. Children discuss and learn about road safety and learn through regular trips out due to no

outside play area.

Children are offered nutritious snacks to promote their knowledge of healthy foods. Children take part in tidying up after their packed lunch by emptying their plates either into the bin or back into their lunch bag. This system supports those parents who are concerned about the amount of food their children eat. This helps them learn about independence. Children attend to their own personal needs, using the toilet when needed. They learn about good hygiene routines by washing their hands after using the toilet. Small displayed posters help remind children of what to do, as they show pictures of soap and hand washing. Staff promote the well-being of children as they wear disposable gloves when handling food, and when changing nappies/pull ups.

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

Staff minimise the risk of accidents to children. Any concerns or incidents that staff become aware of are carefully recorded and the manager follows these up. Everyday accidents are recorded, along with any action staff take. This ensures that parents are aware of any treatment children have received. Risk assessments are carried out and the manager routinely checks the environment for potential and/or actual hazards.

Staff are fully aware of their role in safeguarding children. They understand the indicators that would cause them concern and know the procedure to follow to report and record these. Children can play in a secure environment, as there are robust procedures which the setting applies for all visitors. Management ensure policies and procedures are reviewed regularly to promote children's welfare. The nursery has a clear complaints procedure and management use this well to resolve any issues that occur. There are strong procedures in place to make sure that staff are suitable to work with children. For example, recruitment procedures are robust. All staff undergo an enhanced disclosure to check their suitability and the management obtain references and health declarations. Newly appointed staff also undergo robust vetting procedures to ensure they are suitable for the role. They complete staff induction and are supervised by management to ensure they understand their role and responsibilities. Management use appraisals, daily supervision and observations to support all staff. They identify training needs and any potential issues through these methods. This means that children benefit from a qualified staff team who are able to access training to continue to improve their practice.

Parents share all records of children's achievements and help contribute to children's learning at home. Children regularly take home work sheets to complete work, such as beginning the formation of writing letters. This helps to develop a close partnership with parents in support of the children's learning and development. Partnerships with parents are strong and well established. Management are proud of their 'open door' policy to ensure parents are able to approach management at any time. The setting uses a broad range of systems to communicate with parents and this ensures parents are informed about the service. For example, staff have daily discussions with parents at handovers. Children have a homework sheet and there are periodic child development reviews.

Newsletters are sent out regularly and parents have access to the nursery's website and secure social network site. There are informative notice boards in the setting and management give out parental questionnaires at parent meetings to seek parents' views. On the whole, the feedback from parents at the time of inspection is full of high praise. Parents praise the professionalism of the staff and the learning achieved by their child. Staff liaise with parents and professionals to support children with identified needs to support continuity of care.

Reflective evaluation by management helps to improve the care and education children receive. The management and staff continually evaluate arrangement of resources in the main play area and make changes in consultation with the children to meet the needs of all the children. The setting works closely with the local authority advisor, which also helps them to evaluate their practice and improve it.

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	EY459714
Local authority	Bexley
Inspection number	908734
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	16
Name of provider	King David Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01322359842

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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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