

First Insight To Learning

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

Inspection date	14/10/2013
Previous inspection date	16/08/2013

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 take good steps to make sure children are kept safe. There is a warm, friendly atmosphere for children who enjoy their time and make good progress at this welcoming nursery.
- Children's well-being is supported well as staff promote healthy eating, provide outdoor play and key persons make strong emotional attachments with children.
- Children are developing very good independence skills as staff encourage them to manage tasks and self-care themselves, in preparation for school.
- Partnerships with parents and other agencies are good. This helps to ensure that children are given good levels of support to meet their individual needs and that parents are fully informed about their children's learning.

It is not yet outstanding because

- The programme for literacy is not fully developed to include extended opportunities for children to practise their writing skills during practical activities.
- There are not many wall displays to fully capture babies' interests in the environment 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.

Inspection activities

- The inspector held a meeting with the manager and had discussions with staff.
- The inspector observed children at play.
- The inspector looked at documentation, including policies, children's records and the nursery's self evaluation form.
- The inspector sought the views of parents of children who attend the nursery.

Inspector

Nadia Mahabir

Full Report

Information about the setting

First Insight to Learning registered in 2008. The nursery operates from the Pavilion within Beverly Park, in a residential area of New Malden. Children have access to various play rooms on the ground floor. They have access to a secure outside play area and a covered veranda. The setting is registered on the Early Years Register and currently has 25 children on roll. The nursery is open every weekday from 8am to 6pm, for 50 weeks of the year, excluding bank holidays. The nursery receives funding for free early education for three and four year olds. The nursery offers extended hours for children to attend between 7.30am and 6.30pm. A total of seven staff work with children, of whom 6 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:

- enhance opportunities for babies to see things around them that capture their interest and encourage them to focus, for example, interesting displays including pictures and photographs showing familiar events, objects and activities
- provide more opportunities for children to practise their early writing skills in practical situations.

Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment where they learn through play. Resources are appropriate, well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices from the wide selection available. Children have access to a very good selection of craft resources. They can independently select paper, paints and glue to create their own pictures to display in the room or to take home with them. They show good hand-to-eye coordination as they confidently use scissors to cut the paper to the correct size. Staff make effective use of computers and provide an exciting range of programmable and push-button toys. This means that children are developing good technological skills. Overall, staff have a good knowledge and understanding of how to promote learning across the areas of learning. This supports children's good progress overall.

Staff support children's communication and language development well. For example, staff read stories with enthusiasm, which captivate children's interest and attention. Staff are skilled when using open-ended questions which encourage children to develop effective communication and thinking skills. Older children understand that written words have meaning and handle books with care. They are also beginning to link sounds to letters. Some children are naming and sounding the letters of the alphabet, gaining skills that will be useful when they move on to school. For example, children are encouraged to bring in items from their home to place on the 'sound of the week table.' They excitedly share and discuss their items during small focused group times. This leads the staff to concentrate on letters and sounds, and the younger children go through the alphabet, with some help from the staff. This helps to promote children's understanding of different words and the sounds that letters make. Children communicate their needs, feelings and ideas extremely clearly to very responsive staff. Babies shriek out, babble and laugh as they start to use single words that staff repeat again and again to reinforce their understanding. Babies are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by attentive staff, clearly enjoy the sensory experience of using their fingers to make marks on paper with paint. They have some wonderful opportunities to explore and investigate using resources around them. However, staff do not make the best use of displays in the baby room. This means the environment is not as stimulating as possible, to offer the most effective opportunities for babies to become fully focussed on things that they see, for example in wall displays.

Staff are sensitive, calm and patient, offering guidance to children as they play. Therefore, children are motivated, involved and show high levels of interest in all that they do. The effective systems of observation and assessment ensure that children are monitored in their development across all areas of learning. The planning of activities targets children's individual development needs, thereby ensuring that all children are effectively challenged and make good progress in their learning. Parental involvement in children's learning is high. Parents are very well informed about their child's individual progress and are guided by staff as to how they can help children's progress through activities at home.

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

Children arrive with great enthusiasm and show confidence as they place their personal belongings on their assigned pegs. They know how to self-register and greet staff warmly before going off to play. Interaction between staff and children is strong and staff make very secure emotional attachments with all children. The effective key person system provides a familiar point of contact for both children and parents to support the sharing of information, ensuring that all children's needs are met. Staff comfort children when they are tired and create a calm and soothing environment when children need to rest. Staff praise the children and reinforce the kindness they have shown to each other. Children are delighted as they receive continual praise for their efforts and achievements. This enhances their confidence and self-esteem positively. Staff skilfully deal with minor conflicts by effectively diverting children's attention. They provide clear guidance for children about what is acceptable behaviour and, due to this, children behave well and are kind and caring towards one another.

The nursery provides balanced and nutritious meals and snacks. Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills support children's next stage in their learning, preparing them for the move both within the nursery and on to other settings and school. Children learn about making healthy choices in their food through discussions at mealtimes and the activities provided. They wash their hands at appropriate times and there are very good hygiene practices throughout the nursery. Children demonstrate a good sense of awareness about keeping themselves safe, for example they hold hands when walking to the park and do not stroke dogs that approach them. The children are also involved in safe risk-taking, which helps them to learn about managing their own safety. For example, the staff talk to them about being careful when running around and how to use equipment safely.

Children also take part in regular fire drills. When out and about in the community staff ensure children are either in pushchairs, with harnesses, or holding hands with staff members and that they also have a good awareness of road safety. This helps children to develop their understanding of how to keep themselves safe.

Children demonstrate a very good understanding of space in the outdoor play area, especially when skilfully manoeuvring the wheeled toys to avoid riding into their peers or play equipment. They use a wide range of climbing and balancing equipment outdoors, ranging from small to large pieces of play equipment. This enables children of all ages and abilities to develop climbing and balancing skills. Staff are skilful at joining in sensitively with children's play and fitting in with children's ideas. For example, while outdoors a group of children pretend to be pirates. They play well together and develop their physical skills as they crawl around the outdoor environment with confidence and avoiding obstacles to keep themselves safe. Staff join in the fun and continue to stimulate children's imagination. The local area is used extensively to enable children to explore nature and different features of their environment. Their learning is considerably enhanced by many outdoor activities and the use of natural materials in their play. They have further opportunities to enjoy more challenging apparatus as they visit the park adjacent to the nursery.

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

The management and staff have a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The nursery maintains clear and concise records, policies and procedures, which are regularly updated and shared with parents and staff. This includes details of accidents or incidents, and records of any complaints. Strong and thorough recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure. Access to the nursery is closely monitored. Staff are vigilant about arrival and collection procedures and good security precautions contribute towards children's safety. Ratios are maintained well and staff are deployed

effectively indoors, in the garden area and on trips to ensure children are supervised so that their needs are met well. Comprehensive risk assessments cover all aspects of the premises and any outings. Routine safety checks of the building and the garden ensure that any obvious hazards are identified and managed effectively to prevent harm to children. This results in children benefiting from a safe and secure environment both indoors and outdoors.

Effective partnerships with parents mean that there is a united approach to meeting individual children's needs. Parents are actively encouraged to share home experiences and add their comments to learning journals, which creates an effective two-way flow of information between parents and staff. This keeps parents up to date and involved in their children's progress. There are appropriate arrangements in place to check children's progress at age two, and to share information about this with parents. All parents spoken to on the day of inspection stated that they were very pleased with the nursery. They like the level of communication they have with staff. The nursery has good links with staff from the local authority, actively seeking advice and acting on it to improve the provision.

The management and staff all have a good knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have good opportunities for supervision and appraisals with the manager, along with regular staff meetings. At these, training needs are identified to ensure that all staff update their knowledge and professional status. All staff are involved in planning and assessing their key children's learning. As a result, accurate records are being developed and meaningful experiences planned to meet each child's needs. Children's opinions are also valued and their comments on activities recorded. The nursery has developed a clear and well formed programme for continuing to raise the quality of the provision.

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	935814
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	16/08/2013
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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