

Kingswood Daycare Nursery

Kingswood House, 31-39 Miles Road, MITCHAM, Surrey, CR4 3DA

Inspection date	27/11/2013
Previous inspection date	03/01/2013

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		1
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 are excited and motivated to learn because they play in a vibrant, stimulating play environment, which is rich in high quality resources. Children receive support and guidance from an enthusiastic staff team.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Children remain safe and secure while at the nursery, due to the rigorous safeguarding policies and security procedures.
- The management team cultivate an atmosphere of strong team working where staff contribute ideas that promote collaborative working.
- Partnerships with local schools and outside agencies are extremely effective. Individualised support is provided for all children, particularly those with additional needs, ensuring they settle into the nursery and confidently transfer to school.

It is not yet outstanding because

- Circle times do not always meet the needs of the younger members of the group as well as continuing to challenge the knowledge of older children.
- Practices to support staff's professional development are not fully extended to include peer observations with constructive feedback.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all three playrooms and the outside learning environment.
- The inspector took part in a joint observation with the manager of an adult-led activity.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the day.
- The inspector took account of the views of parents spoken to on the day as well the looking at parental questionnaires.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability, and a range of other documentation including the provider's self-evaluation form.

Inspector

Gillian Cubitt

Full report

Information about the setting

Kingswood Daycare Nursery Limited registered in 2012. It operates from the ground floor of Kingswood House in Mitcham, Surrey. The nursery is open Monday to Friday from 8 am until 6 pm, all year round, except for bank holidays and for one week over the Christmas period.

There are two open-plan playrooms plus a separate room for babies. Children have access to an enclosed play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 84 children on roll in the early years age group, aged between four months and four years old. The nursery offers flexible care arrangements including wrap-around care for children transferring to school from nursery. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for free early education for children aged two, three and four years old. The nursery receives support from an early years practitioner from the local authority.

There are currently 16 members of staff employed, of whom 15 have appropriate qualifications in early years and education. One member is currently working towards a childcare qualification.

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 circle times to meet the needs all members of the group, for example, shortening the time for younger members whilst extending the activities for older, more able children
- embed reflective practice of staff by developing their skills in observing each other as part of their individual professional development.

Inspection judgements

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

The manager and staff team have a good knowledge of how children learn. They provide strong support for all children, enabling them to make good progress in their learning and development. All members of staff successfully monitor the children's learning with the effective use of observations and assessments, together with accurate planning, which

follows children's interests. Consequently, all children are achieving their potential and sometimes exceeding expectations, meaning they are very well prepared for their next stage in learning.

Children have fun in their nursery where they have a good balance of adult-led and child-initiated activities. They happily explore their attractive surroundings, making choices from the wide selection of toys, equipment and resources. They develop confidence and independence while being constantly motivated to learn. Staff support children's learning well and praise their efforts, which encourages them to concentrate and persist with activities. This helps to develop children's concentration as they focus on some activities for extended periods. For example, children enjoy mixing paint colours with brushes covering the whole of the paper. Staff talk about the different colours and children discover how this changes with different applications of colour. They extend their enjoyment with their hands, feeling the textures and creating patterns. All children enjoy the times for music and song, and do this spontaneously with staff. Toddlers particularly show excitement creating different sounds in small groups. Staff develop the fun by helping children to clap out rhythms and alternating the pitch of sound, which helps children's expressive communication and language skills. Babies become animated listening to happy melodies, while experiencing the feel of soft feathers and flowing ribbons.

The quality of teaching is consistently good. Staff support the development of children's communication and listening skills well, overall. For example, pre-school children gather at circle time to sing songs, talk about the days of week and discuss the weather. All children count the days of the week confidently, and the older children enjoy showing their ability to recognise printed numbers. While most children gain greatly from the social experience of the group, at times the session becomes too long because of the growing size of the group involved. As a result, some of the younger children begin to lose the focus, which restricts their further learning during the session. Children who have difficulty with their speech, language and/or communication, progress well. This is because staff make good use of advice and implement appropriate monitoring support. All children begin to develop confident levels of communication including children who speak English as an additional language. This is because of staff's effective use of labels, pictures and signing skills, which all children understand.

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

Staff are very highly skilled and sensitive in meeting children's needs. The key person system works extremely well in helping children to form secure emotional attachments. Children know all staff members in their immediate room as well as being comfortable with staff in other areas. Consequently, when children move into different rooms they feel confident and ready for the more challenging activities. Staff are equally skilful when children make their next move to school. This is because managers and staff are proactive when establishing links with local schools to share good practice along with accurate information about children's achievements. This ensures there is continuity of learning and development and well-being for all children.

Children adopt healthy awareness of their bodies. Snack areas show posters of foods that are good for them and children benefit from freshly cooked meals. Staff work extremely closely with parents to adhere to children's individual dietary needs. For example, where parents make particular requests with regard to a medication programme, staff are vigilant in their response. Staff adopt exemplary practices to prevent the spread of infection. For example, the nursery is meticulously clean and the furnishings are of a very high standard. Babies have their private nappy changing room where staff rigorously follow hygiene procedures. Older children develop excellent personal hygiene habits. Their custom-made attractive toilets motivate children to tend to their personal needs, promoting their excellent self-care and independent skills. Children also learn to change their shoes and hang up their coats in the cloakroom. Consequently, confident children become very able in these skills, which they take to school.

Staff place top priority to keeping children safe, enabling them to move freely both indoors as well as outdoors. Staff are vigilant and supervise children well. Children develop an excellent understanding of how to keep themselves safe at the nursery and when on outings. Visits from the police and fire officers help to reinforce the message of staying safe. Children behave extremely well. Staff adopt consistent strategies to manage children's different characters and needs. Children show an excellent willingness to look after their nursery, helping to tidy up and care for their toys. Children respectfully listen to staff which helps to ensure their safety when playing and working together.

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

Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and use this well to support children in their learning. However, Ofsted brought forward this inspection following concerns that raised concerns about compliance and children's safety and wellbeing. It was found that staff have a comprehensive awareness of safeguarding issues which means that children are safe and well in their care. Staff complete risk assessments and the managers demonstrate they are quick to address any hazards identified or concerns from parents. This was in respect to an incident when a child opened a fire door that lead to an enclosed car park area. Immediately the manager took action to improve the setting's security by installing an alarm on the fire door. This ensures that children do not leave their playrooms without appropriate supervision. Furthermore, the manager provided extra training sessions for her staff to heighten their awareness of children's safety. The manager also employs a higher ratio of staff to children, which reduces the element of risk through close supervision.

Staff are organised well so that children's learning and development receives a high level of attention. Staff are happy and motivated because managers provide good support through supervision and annual appraisals. They fully support staff's professional development and organise a programme of continuous training that arises from staff's individual needs, which helps them to improve their skills. However, staff are not yet

embracing the opportunity to develop their teaching practice by observing each other during their activities with the children. This results in some less experienced staff not always accurately assessing children's learning needs. Recruitment and induction procedures are robust with new staff undertaking suitability checks and subsequent induction training during their probation period. Consequently, all staff rise to the high standards set by the manager.

A secure reception area provides parents and visitors with a wealth of information. There are posters and leaflets available describing the staff's aims for children with regard to their safety, health and learning. There are also many links to services to support parents as part of the wider community. Parents feel very involved because the manager welcomes and takes action on their ideas or any concerns. Parents' share information through the 'parent's board' and the system of newsletters, which updates them on events. Parents' are extremely complimentary about the warmth, friendliness and professionalism of staff. They say they feel fortunate to be part of this relatively new and exciting nursery.

Self-evaluation is particularly strong and well focussed on achieving high quality outcomes for children. The staff team, parents, children and local authority advisors are all involved in the process. Action plans are set and the management team monitor the success of these. There is a strong drive for effective continuous improvement.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY450932
Local authority	Merton
Inspection number	942220
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	67
Number of children on roll	84
Name of provider	Kingswood Daycare Nursery Limited
Date of previous inspection	03/01/2013
Telephone number	020 3617 3388

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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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