

# Kingswood Day Nursery

David Lloyd Leisure, Gibraltar Road, Kingswood Retail Park, HULL, HU7 3DB

<b>Inspection date</b>	09/12/2013
Previous inspection date	17/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The members of staff support children to be confident communicators. Therefore children make good progress in their communication and language skills.
- The manager develops the expertise of the staff through an effective training programme which results in children enjoying a broad range of learning experiences.
- Parents are encouraged to be partners in their children's learning and development. The nursery and parents share information to enable children to progress in their learning and identify achievements.
- All children are valued and their home cultures and customs are celebrated. This means that children's diversity and differences are promoted positively.
- All staff members have a good understanding of safeguarding and this supports children to feel safe and secure.

### It is not yet outstanding because

- The level of background noise means that sometimes children are distracted from planned group activities.
- Children sometimes can not demonstrate their increasing independence when the staff manage their personal needs for 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.

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 activities in all rooms and the outdoor areas.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to children, members of staff and parents to take account of their views.
- The inspector looked at a number of children's learning journeys.
- The inspector checked evidence of suitability and qualifications of the members of staff.
- The inspector looked at some of the statutory policies and procedures.

## Inspector

Rose Tanser

## Full report

### Information about the setting

Kingswood Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Kingswood area of Hull, adjacent to the leisure centre and is owned and managed by the Asquith chain of day nurseries. The nursery serves the local area and is accessible to all children. It operates from six ground floor rooms and there is an enclosed area available for outdoor play.

The nursery employs 32 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 3 or above. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. Children attend for a variety of sessions. There are currently 150 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- encourage further children's increasing independence by allowing them to try to manage their own personal needs
  
- minimise background noise while children are engaged in group activities so that they can focus on the planned learning outcomes.

### Inspection judgements

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

The members of staff observe children to find out what they know and what they can do independently. They use this information to plan activities that will motivate the children and promote their creative and problem solving skills. For example, a member of staff discusses with a group of the pre-school children how to make a cave for a bear to hibernate. The planned activity originates from a child who shares a conversation he had at home on animals that hibernate and migrate. The children decide to use a bench, bricks and blankets to create a cave and work together collaboratively. The member of staff observes and interacts with them, seeking their ideas on how to make the cave warm and safe. Her open-ended questions encourage children to share their ideas and thoughts. Sometimes the background noise in the pre-school rooms distracts the children from their adult-led group times and this leads to some children being unable to focus on the planned activity. Planning for the younger children reflects their ever-changing interests.

In the baby room a key person talks to a young child about the lights and bubbles in the sensory area. The child shows an interest for a short time and then crawls to some stacking toys and picks one up. The member of staff joins the child and demonstrates how to stack the bricks and knock them down. The child copies these actions, with great delight. The staff member repeats this action a few times, counting the bricks, and the child is engaged in this activity for some time.

The progress of children is tracked and this information informs their planned next steps. The range of interesting resources inside and outside give children many experiences across all areas of learning so that they can consolidate their learning and explore new interests. Staff members support children well in their communication and language skills through listening to what they say and responding and modelling language well. The members of staff who work with the youngest children talk to them about their actions and encourage the children to respond at their level of development, promoting an understanding of the purpose of communication from an early age. Children are well prepared for the next stage of their learning, including school because there is an emphasis on the key skills in communication and language, children's well-being and physical development. There are a number of children attending the nursery who are learning English as an additional language. The multicultural coordinator collects information on their home language and customs and creates booklets that celebrate their cultures. The booklets are kept in the rooms for all children to enjoy. The staff members use key words from all home languages, such as, hello and goodbye, and there are displays of these words, encouraging all children and parents to feel involved and valued by the nursery. The multicultural coordinator ensures that the calendar of events includes celebrations of the different cultures represented.

Parents are encouraged to be partners in their children's learning right from the start, sharing information about their children's fascinations and language development. Each room has a 'parent sharing tree' where parents are encouraged to write about their children's interests and achievements. The nursery has regular parent meetings where the children's progress is discussed. When children are two years old the key person carries out the statutory progress check at age two with parents.

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

The key person works closely with parents to facilitate a smooth settling-in period. Parents are the first contributors to the individual learning journeys where they describe their child's interests, speech and language development and place family photographs. When each child starts in the nursery, the first three weeks are focused on promoting the child's personal, social and emotional development and identifying their stage of development in their physical skills. All of this information builds a picture of their starting points in the prime areas of learning. There are written, weekly reviews during this time to inform parents on how their child is settling into the nursery. All children have home/nursery diaries that also inform parents about routines, interests and 'wow' moments to help to build up good partnerships and demonstrate the commitment of the members of staff to all children's well-being. The nursery have a second key person system for every child so that when their main carer is not at the nursery, children and parents are reassured that

there is a nominated member of staff supporting them.

The children play well with each other and any conflicts are managed in an age-appropriate way. This results in children learning to behave well. Children from different groups have opportunities to play together inside and outside allowing them to make new friends. Children are motivated to explore because the rooms and outdoor areas offer interesting and challenging opportunities. They are encouraged to try new experiences like the 'mud kitchen' to let them take risks and learn to be increasingly independent. Occasionally children do not have the chance to develop their competence in managing their personal needs, for example, by wiping their own noses and learning to pour drinks by themselves. Children who require a care plan have all the relevant details and medicines kept in a container, with a photograph of the child on the lid. The manager has recently introduced a communication book for each room so that all members of staff write down specific information given by parents linked to care plans. This is in addition to the requirement for the nursery policy on administering medicines.

The children have access to outdoor areas that are used every day. This gives the children opportunities to enjoy moving around in an environment where they learn about keeping themselves safe. In the pre-school children discuss how their hearts beat faster when they run and compare this with the slow heartbeat of a bear when he is hibernating. This helps the children to understand the importance of physical exercise. In the toddler rooms there are wooden gyms and children enjoy developing their early climbing skills. There are healthy snacks for all children. The nursery has lunches cooked by the chef from the health club where they are located. These support children to identify how diet is part of a healthy lifestyle.

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

This inspection was brought forward as concerns were raised about procedures for administering children's medicine. The inspection found that the staff were aware of their responsibilities. The manager has put in place additional arrangements, to ensure that information from parents regarding their child's medication is recorded and read by all staff. The manager ensures that all members of staff have a thorough understanding of safeguarding children. The relevant policies are reviewed regularly and all staff members follow the procedures. The review of policies highlights any improvements that need to be made and these are implemented swiftly, strengthening the safeguarding arrangements. The manager has recently introduced 'communication books' for every room. These record information parents have shared about their child that all members of staff need to know. This means that everyone knows the individual needs of every child on a daily basis. Recruitment of new staff follows the 'safe recruitment' guidance. New staff members require a Disclosure and Barring check and suitable references before they start to work with the children. This ensures that children are kept safe. There is a comprehensive induction for new members of staff that has a strong focus on safeguarding. Each new member of staff works under the guidance of an experienced staff member as part of the induction support.

The manager seeks the views of staff, parents and children to identify plans that will drive improvement in the nursery. Partnerships with the local authority and other nurseries in the company ensure that a range of expertise helps to support the needs of all children. The manager carries out regular supervisions with all members of staff. The room supervisors also meet with the manager every two weeks to discuss any issues and to identify support for staff. The manager and her deputy also regularly carry out 'spot checks' as well as planned observations to monitor the quality of teaching. There is a comprehensive training programme provided by the organisation that owns the nursery. Recently, all staff attended training on 'the great outdoors'. This has had an impact on the provision for children when playing outside. The introduction of a 'mud kitchen' allows children to develop their understanding of soil, use their imaginations and to take risks. The manager monitors the impact of training on children's learning and development by the progress children make from their starting points. Each key person takes responsibility for recording the learning and development of their children and this is regularly scrutinised by the manager to ensure that any concerns are addressed. The manager puts all the tracking data on to an overview tracker to evaluate the progress of all children and to identify any areas of learning that need more focus, to ensure that the educational programmes are well covered.

### **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	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

<b>Unique reference number</b>	EY283772
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	945373
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	85
<b>Number of children on roll</b>	150
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	17/10/2012
<b>Telephone number</b>	01482 838850

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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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