

197 Early Years Nursery

St Paul's Church Hall, 127 Park Road, Kingston upon Thames, Surrey, KT2 6DY

Inspection date	18/02/2014
Previous inspection date	11/09/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- The leadership and management of the nursery aim for and sustain high aspirations, maintaining high levels of achievement for all children. Self-evaluation and reflecting on practice is embedded and used to high effect to monitor and assess children's progress and how staff are supporting and extending this.
- A culture of sustained staff development and sharing of good practice is embedded in the nursery ethos. This results in staff increasing their qualifications, continually developing their knowledge and experience, sharing good practice and individual skills and supporting each other.
- Staff are highly skilled and sensitive in helping children form secure emotional attachments. This, together with effective monitoring of children's progress, results in children's individual needs, in all aspects, being quickly identified and extremely well met. This leads to children becoming confident, independent and explorative learners.
- The nursery environment is stimulating and interesting. The varied and interesting range of equipment, well planned activities and resources includes a good range of materials that children can use for a variety of purposes, encouraging their creativity and imagination.

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 spent the inspection time observing staff and children in the nursery.
- Safeguarding was discussed with staff, the manager and the nursery's safeguarding policy was sampled.
- The inspector sampled records, documentation and children's development records.
- A joint observation and leadership discussion took place with the manager.
- Parents' views were gathered through discussion with several parents.

Inspector

Jane Nelson

Full report

Information about the setting

197 Nursery registered in 2004 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of two privately owned nurseries.

The nursery operates from St Pauls Church Hall in Kingston Upon Thames. There are two entrances which are both accessible. The nursery is situated close to Richmond Park and within walking distance of Kingston town centre and mainline railway station. The nursery mainly serves the local community. Children aged under two are cared for in the lower level which has its own kitchen, toilet and nappy changing facilities. Children aged under three years are based in the ground floor large hall which is organised to provide clearly defined areas for play, small group times and meals and snacks. Children aged three to five years are based in the pre school room which is on a mezzanine level on the first floor. There is an enclosed outdoor play space and a sensory garden.

The nursery operates from 8am until 6pm, Monday to Friday throughout the year. They also provide an out of school care service to children attending local nurseries and schools. There are currently 158 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery currently supports children learning English as an additional language and children with special educational needs and/or disabilities.

The provider is qualified to level 3 and working towards a degree in leadership and management. A total of 21 staff work with the children. The manager and deputy also work with the children, although they are not included in the staff ratios. A full-time cook and a kitchen assistant are also employed. The deputy manager holds a BA (Hons) in Early Childhood Studies and the manager holds a BA (Hons) in Education and Care. One member of staff has Early Years Professional Status and one member of staff is currently working towards a degree in Early Childhood Studies. The majority of staff hold appropriate qualifications in childcare up to level 3 and three are currently training to extend their qualified status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- explore ways of involving children in deciding when they play and use the outdoor area while maintaining a flexible routine.

Inspection judgements

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

The nursery has a busy atmosphere where children show high levels of engagement in a wide range of well-planned, stimulating play experiences and activities. The consistently high quality of staff interaction and teaching results in children building confidence, independence and wanting to learn, investigate and explore. The focus on staff forming secure attachments with children, and good communication with parents means they have detailed knowledge and clear understanding of children's needs and how to support their progress. As a result children make rapid progress in their learning and development, given their starting points. The sustained and consistent support children receive from staff prepares them extremely well for the next stage of their learning, such as, when they move to another group in the nursery or start school.

Staff create a quiet and calm atmosphere, for babies, successfully combining individual rest routines while others continue their play. Babies form close and affectionate bonds with staff, demonstrating how pleased they are to see them on arrival with smiles and by vocalising and holding their arms out. Staff provide constant reassurance, sitting near babies as they explore. Babies show great excitement when a member of staff gets out a container of bubble liquid and a wand. They vocalise excitedly and repeat the word 'bubbles, bubbles' waving their arms with anticipation as the member of staff blows bubbles through the wand.

Staff use the 'Every Child a Talker' initiative effectively to monitor and support children's communication and language development. This also provides support for children learning English as a second language or who may have speech delay. For example staff encourage babies' vocalisation constantly, by talking about what they are doing, naming objects and repeating words babies say. Older children experiment using sound boxes with recorded voices. They recognise their name and a greeting, recorded by a member of staff, which is played when they press the button. Children smile as they repeat the greeting and their name, holding the small sound box close to their ear. This encourages children's communication and listening skills and stimulates their interest in how things work.

Older children are excited, enthusiastic and motivated learners. They are articulate talkers, concentrate very well during activities, form friendships and constantly use their creativity and imagination. Children show a secure and consistent readiness for school. They are developing skills they will use, such as writing their own names, recognising and copying numbers, and linking sounds to letters through the use of phonics. Staff support children's independent learning very well, providing an excellent balance of child-led and adult-directed activities using the indoor and outdoor environments. For example when using a dinosaur puzzle program on the computer, staff support and help children while encouraging them to problem solve in the puzzle themselves. Children explore a muddy digging patch in the garden, using spades and buckets. They mix water with the soil with glee, observing the change in texture saying 'we are making mud pies'. Although due to the organisation of outdoor play and the space available children are not always able to

make independent choices of when to play outside.

Children take great pride in their achievements proudly showing and talking about their creative work. They describe what they are drawing; 'this is a spider's web that wiggly bit round the edge is the web', 'this is a planet, we live on planet earth'. Staff involve children in reviewing what they have done each day. For example, small group circle time is used as a time to listen, speak and recall what children have been doing. A member of staff skilfully and gently encourages children to expand what they say if they give one sentence replies, by reminding them what she saw them doing. This encourages children's confidence, use of descriptive vocabulary, listening skills and helps them identify when they have achieved or completed an activity or game.

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

Children benefit highly from the strong emotional bonds they share with staff. The secure relationships they form provide a strong base from which children feel safe to investigate, explore and develop independence. Staff swiftly identify children's individual needs, with particular attention given to supporting children's emotional development. This results in children feeling secure, settling well, and being well prepared for any changes, such as, moving to a different room or starting school.

Children are busy, interested and excited by their play which results in them behaving well. They know what is expected of them and the daily routine helps children understand these expectations. For example, very young children are familiar with meal time routines, learning they need to sit down to eat, and they recognise when their hands are sticky and need cleaning. Children show a developing awareness of their own safety. For example they use steps and stairs carefully and manipulate utensils, toys and equipment with care. Children show care for living creatures they observe in the garden, watching a snail inside its shell. Friendships are formed and these often provide additional support at times of change as children know their friends are already in the group they will be moving to.

Children gain awareness of their own needs and good health as they develop independence in hygiene routines, such as, hand washing and using the toilet. The nursery promotes healthy eating and children enjoy their home cooked lunch and healthy snacks. Independence is encouraged as babies feed themselves and older children serve themselves from communal dishes. The nursery environment and well planned play supports children's physical development very well and encourages an enjoyment of physical activity. For example there are graded wide steps, slopes and a climbing structure in the garden which children use daily. Planned activities reflect individual children's requests, such as tyres and wooden blocks being used in the garden which children enjoy rolling, balancing and climbing on.

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

There is a clear and highly effective management structure in place which results in an efficient and well managed nursery. The manager has a good working knowledge of safeguarding procedures and importance of sharing information with other agencies. Staff demonstrate a clear and comprehensive understanding of their safeguarding responsibilities and know the procedures to follow if concerns regarding children's welfare arise. They identify issues that would raise concerns and understand the nursery's whistle blowing procedures if they have concerns regarding a colleague. Many staff have attended safeguarding training and the manager encourages them to develop confidence in this area.

The provider and manager have an excellent understanding of their responsibilities in meeting legal requirements. They understand and implement the required staff to child ratios and implement a higher staff ratio for babies. Recruitment procedures are robust and implemented effectively to establish staff's qualifications, individual strengths and suitability to work with children. The nursery premises are stimulating, well equipped and space is organised creatively to provide interesting cosy areas as well as active and noisy spaces. Staff supervise children closely while encouraging an awareness of their own safety. For example, children learn to use the stairs and bathroom safely, and know not to run on the slope in the garden. Staff use risk assessments effectively to monitor and minimise potential hazards and ensure the premises are safe and secure. The required records and documentation are well organised and clearly maintained.

The provider and manager demonstrate a consistent and sustained vision for excellence and improvement. They have built on the 'Outstanding' judgement from their last inspection by sharing their good practice and developing further. The provider has improved, extended and developed the premises, continues to encourage staff to increase their qualifications and arranges for Early Years Specialists to deliver training for the staff. The increase in the numbers of children the nursery accommodates means new staff have joined the team. Induction processes are implemented well to ensure staff understand their responsibilities. Management continues to place a high priority on staff development. Staff receive regular and constructive supervision meetings and appraisals, share observations and feedback on each other and support each other in developing their skills. The provider is currently working towards a degree and other staff are in the process of increasing their childcare qualifications. As a result staff feel valued, gain confidence, enjoy their work and are a motivated staff team, all working together effectively to achieve the best outcomes for children.

Staff observe, monitor and track children's development accurately, building on the information provided by parents as their starting points. Staff use their observations and discussions with children to focus future planning. They use their detailed knowledge of individual children to provide close emotional support as needed. Observations and assessments contribute to the required progress check for two-year-olds. These are shared with parents and help identify potential areas where children may need additional support. The manager monitors staff's tracking and support of children during staff supervisions. She monitors different groups of children to check all children are making progress, which in turn feeds into the highly effective and embedded use of self-evaluation. This is used extremely effectively to generate sustained improvement, identify future development, training issues and as a means to investigate new ways of monitoring

and supporting children by constantly reflecting on practice.

The nursery builds effective partnerships with parents involving them successfully in children's learning. Detailed and informative information is displayed, about aspects of children's learning, such as phonics. Practical suggestions for play ideas parents can continue at home, such as creative activities or using a treasure basket, are given in the form of leaflets. Parents praise the nursery and staff and many have had older children attend the nursery. They comment that they can see their children are developing very well and this is supported by the information shared through daily discussion with staff and when they read their children's 'learning journeys'. The nursery works extensively with other professionals, such as, physiotherapists and speech and language therapists, to support children's development. They have developed this by sharing aspects of their practice with other providers, working closely with the local authority, and participating in a conference. Good links are built with local schools, and some children attend a local nursery class which staff take and collect children from during term time. These links are developed as children approach the move to school. For example through discussion, and staff obtaining photographs of children's school and teacher to prepare children for their new environment.

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

Unique reference number	EY287571
Local authority	Kingston upon Thames
Inspection number	950931
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	89
Number of children on roll	158
Name of provider	Mrs Harjeet K. Mann & Mr Davinder S. Mann Partnership
Date of previous inspection	11/09/2012
Telephone number	0208 549 9995

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Type of provision

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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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