

Norbiton Childrens Centre

Norbiton Childrens Centre, Dickerage Lane, New Malden, Surrey, KT3 3RZ

Inspection date	13/03/2014
Previous inspection date	31/10/2012

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

- Children have good opportunities to be independent, active learners in this interesting and engaging learning environment.
- Staff have a strong understanding of how to teach young children, reflecting and evaluating as they work to continually enhance their provision.
- The nursery benefits from very strong partnerships in the locality which supports children's well-being and their ongoing learning and development.
- Staff have a strong understanding of how to safeguard children, working to meet the families' needs and to facilitate children's progress with their professional expertise.

It is not yet outstanding because

- Staff do not consistently support children's problem-solving skills by giving them more opportunities to find their own answers and develop their own ideas.

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 children at play in both playrooms and outside.
- The inspector examined a range of documentation.
- The inspector spoke with staff and managers about safeguarding.
- The inspector and manager carried out a joint observation.

Inspector

Susan McCourt

Full report

Information about the setting

Norbiton Children's Centre is managed by the Royal Borough of Kingston upon Thames. It registered in 2008. The nursery operates from two rooms in a purpose-built building within the grounds of King's Oak Primary School in a residential area in New Malden, Surrey. It is open each weekday from 8am to 6pm for 51 weeks of the year. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 37 children aged from 12 months to over four years on roll, some in part-time places. Families and members of the community have access to various other facilities within the centre including a childminder's group, a creche and a toy library. The nursery supports children learning English as an additional language and those with special educational needs and disabilities. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are five members of staff who work at the nursery, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3.

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 problem-solving skills by giving children greater opportunities to find their own answers and ideas.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. They provide a broad and balanced curriculum which covers all areas of learning. Activities are rooted in children's interests, so children are continually engaged in purposeful play. Staff have a strong understanding of how children learn and provision is devised so that children can initiate their own play and set their own challenges. Children make good progress in their learning given their starting points and capabilities.

Staff have good teaching skills. Staff devise interesting and engaging activities which provide a variety of challenges for children. For example, staff suggest a washing-line activity which extends an idea that children were playing with the day before. Children bring a washing line and help staff to knot it around two posts in the garden. Children also bring water in a bowl, pegs and doll's clothing, and begin to wash and peg out their washing. Staff skilfully use this activity to facilitate a great deal of learning for each child who joins in. Staff introduce and consolidate key vocabulary such as 'rinse', 'wring' and 'squeeze', and children soon use these terms in context to show their friends what to do.

Staff encourage counting with those children for whom it is an identified next step. This means that children who are learning to recognise numerals see numbers on the pegs and name them correctly, as well as count the things they have washed. Staff work with younger children to teach them precisely how to use the pegs which develops their pincer-grip. All children gain hand and finger strength by wringing and squeezing, which helps to develop their muscles for early writing. All children also enjoy the sensory experience of handling the water, playing with the bubbles and watching the drips form and fall from the line. Staff are skilled at keeping all the children engaged in what they are doing and differentiating the activity for different age groups and abilities. Staff are careful not to intervene unnecessarily, so that if a child struggles with one aspect, the staff suggest watching their friend to see how to do it. This helps children to gain social skills in asking for help, learning from each other and having confidence in their abilities to learn and teach. Children are happy to have a go and they work together very well on joint challenges, such as carrying the bowl of water. On occasion, staff do intervene when a child is working something out and supply a solution instead of supporting the child to find their own ideas. For example, staff provide further equipment instead of asking the children what they would like to do about a broken peg, or pegs that are too small. This means that children do not consistently have opportunities to practise problem-solving.

Staff work closely with parents when meeting for the first time so that the key person knows the child's interests and abilities before they start. Staff closely observe children and provide activities that they know will engage children in purposeful play and help them settle into nursery quickly. Staff make regular assessments of children's learning and interests, evaluating the impact of activities and adapting the identified next steps each day. This means that children are continually taking part in activities which provide an accurate level of challenge, helping them to extend their abilities while having fun playing. As a result children make good progress in their learning, and make rapid progress where staff identify achievement gaps. The key person carries out the progress check at age two alongside the parent and health visitor so that all aspects of the child's development are considered at the same time. The key person tracks children's progress against the expected levels of development each term and this work is moderated to promote accuracy.

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

Staff create a very effective key person system which helps children to settle well and separate confidently from their parents. When children start, parents can stay with them to become familiar with how staff work and how the child's needs will be met. Parents can therefore be confident to leave their children in the nursery. As children grow and develop, the key person works with the parent to judge when the child should move to the older children's room. As children mix together in outdoor play, and have visited the other room as part of free play, they are soon confident to move on. Babies sleep in cots in the playroom and so are always in sight and sound of staff. Staff are very attentive to all children's individual needs and follow their home routines diligently. Staff have created strong learning environments where children can be active, independent learners. Resources are of a very good quality, and staff provide natural, household and recycled

objects as part of general play. For example, young children crawl in and out of cardboard boxes and explore wicker balls. Older children have open ended play opportunities in painting, writing, construction and role play. They can combine different resources to set their own challenges and ideas. For example, they adapt an obstacle course to make it how they want.

Children have good opportunities to learn about healthy lifestyles. They eat fruit and flapjacks at snack time and always have a drink of water easily available. Lunches are well balanced meals with a variety of vegetables and children sit in sociable groups to eat, which encourages their social skills and table manners. Children understand which foods are good for them because staff talk with children about the different foods they are eating. Children demonstrate a good understanding of personal hygiene because staff take natural opportunities to remind children of routines. For example, when reading a book where a character sneezes, children say they must catch the germs in a tissue and wash their hands after putting it in the bin. Children's physical development is good. They learn to balance, throw and catch, and can climb on the play equipment in the garden. Babies crawl and cruise around the room and enjoy exploring boxes as dens. Staff support children's independent self-care skills very well, giving children time and space to put on coats, learn to do zips and put on wellies. Children handle a variety of objects and tools, and learn to do so safely as staff support children to take well-managed risks in learning.

Children are well-behaved. Staff give clear messages about the rules so children know what is expected of them. Staff have a very positive approach, encouraging children to use 'gentle hands' and 'indoor voices' so children quickly learn to cooperate and respond well to the adults. Staff encourage children to solve any disputes they may have themselves to give them the social skills they need to be assertive and resilient. This means that children gain mature skills in empathising, helping others and asking for what they need. Children enjoy taking responsibilities within the nursery such as laying the table, choosing a story book or counting the children at group time. They understand how to take turns and work together. Overall, children acquire good skills to help them in their future learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. There are very clear policies and procedures for safeguarding children, and staff are well-trained in child protection. Staff have a strong understanding of how to record and report any concerns they have about a child's welfare and have close working relationships with children's services. Recruitment procedures are rigorous and establish each person's suitability before they start work. Staff are vigilant about who has contact with children in the nursery and only admit people who are authorised to be in contact with the children. The security of the building is very good. Parents comment on how confident they can be that the children are safe. Staff carry out daily checks based on thorough risk assessments which supports children's safety. Other documentation is well-maintained and professionally organised, underpinning children's well-being.

The manager has robust systems to monitor and develop the provision. All staff embrace reflective practice and meet regularly to talk about ideas for adapting and enhancing their planning and assessment methods. The highly qualified team brings new ideas from its training and keeps focused on the particular group of children who attend and their individual needs. This means that any changes made are of direct benefit to the children. The manager oversees the tracking of children's development and uses the data to analyse where improvements can be made. For example, the manager saw that children would benefit from further opportunities to look at managing feelings, and organised in-house training to address this. The manager has detailed data from the local authority that demonstrates the strong impact the nursery has on the children who attend. The manager works alongside staff to act as role model, and regular supervision and appraisals mean that staff develop their professional skills very well. The manager works with staff, parents and the local authority teachers to set ambitious targets for the development of the service. This means that the nursery has a very strong capacity to continuously improve.

Parents have good opportunities to work in partnership with the nursery staff. Parents attend social events at the nursery and are welcome at any time. Staff work closely with parents to understand the families' needs and offer support in issues such as sleeping or potty training. Parents value the expert, supportive help that staff provide. Parents contribute to the children's learning journals and receive a detailed daily feedback on what their child has been doing. Parents comment on how much progress they see their children achieve in communication and social skills. As the nursery is part of the children's centre, parents can also attend the courses on offer, such as behaviour management and cooking. The nursery has very strong partnerships with other professionals and the local authority. Staff work very closely with their partners in health and children's services in support of the family and the child. Strong links with local schools mean that children receive good support as they move on in their learning. Where children attend other nursery provision, the key person works closely with the other setting to promote consistent, coherent care.

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	EY375568
Local authority	Kingston upon Thames
Inspection number	959334
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	37
Name of provider	Royal Borough of Kingston Upon Thames
Date of previous inspection	31/10/2012
Telephone number	02089 496 065

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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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