

Kenleys Day Nursery

Kenleys Nursery School, 289 Dean Cross Road, PLYMOUTH, PL9 7AZ

Inspection date	06/01/2014
Previous inspection date	12/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make good progress in their learning and development because staff plan activities that extend their learning and use good teaching techniques, especially with the older children.
- Relationships between staff and children are close, supportive and encourage children to develop into confident young people.
- Children are very sociable, develop close friendships, behave well and are confident communicators.
- Staff praise children for their achievements and children respond politely to adults.

It is not yet outstanding because

- Staff do not always remember to pose open-ended questions and give children time to contribute their thoughts and extend their own thinking.
- Babies and children learning English as an additional language do not have extensive opportunities to hear and use their language in everyday play.

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 throughout the nursery in all age groups.
- The inspector interviewed the owner, acting manager and deputy manager.
- The inspector took part in a join observation with the owner and deputy manager.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records and incident logs.
- The inspector took account of the views of parents, carers and staff spoken to on the day.

Inspector

Katherine Lamb

Full report

Information about the setting

Kenleys Day Nursery is a privately owned provision. It opened under its current ownership in 2011 and is situated in the city of Plymouth, Devon. It operates from a large detached house. All children have access to outdoor play and the setting has a swimming pool on site. There are rabbits and guinea pigs that live outdoors. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.. Care is also available for children up to the age of 11 years. There are currently 125 children on roll, The nursery is open each weekday from 7:30am until 6pm, all year round. There are 26 members of staff, 20 of whom hold relevant qualifications. The nursery supports children with special educational needs and/or disabilities and who learn 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:

- extend children's thinking by posing more age-appropriate open-ended questions that encourage them to think creatively about what else is possible

- provide opportunities for babies and children who have English as an additional language to hear and use their language in everyday play.

Inspection judgements

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

Staff understand how to promote children's learning and the quality of teaching is good. They use their knowledge to plan and provide a broad range of learning opportunities to help all children to make good progress. Daily planning is appropriately focused on the children's interests and helping them reach the next stage in their learning. The planning system enables staff to respond well to children's individual interests and as a result, children are motivated learners. Parents are encouraged to share in their children's learning and tell staff about their children's experiences at home. Staff provide frequent feedback to parents on their children's development to ensure any possible concerns are quickly identified. Children have 'learning journeys' that contain observations and photos of their time at the nursery. Staff complete a written assessment of children's progress each term, which contributes well to the consistency of their care and learning. Arrangements are in place to complete the required checks for children aged between two and three years.

Children develop a strong sense of exploration as they experience a broad range of

resources. Babies enjoy learning how to use musical instruments and are interested to see how they can get them to make a sound. Staff support them with this, showing them how the instruments work and then allowing them to try, which encourages them to be independent learners. Staff encourage babies to make sounds and use simple words for them to copy. They offer praise and encouragement when they try and this promotes their communication development. All children enjoy singing songs and know that they take turns to choose a song to sing. They join in with actions and non verbal signing as they sing and learn how to appreciate small group times. Children learn new songs with enthusiasm and join in with their old favourites. All rooms play music to settle and soothe children, which they can also sing along to. However, there are fewer opportunities for children with English as an additional language to hear songs in their own languages during play.

Children are confident communicators and enjoy discussions with staff. All children are inquisitive learners, however, staff occasionally overlook opportunities to ask open-ended questions that have more than one answer. As a result, children's creative and critical thinking is not supported as effectively as possible. Children learn about weights by using water and scales to see what happens. They are fully engaged in their learning and work together to make the scales move using the water. Staff promote their mathematical thinking by introducing them to words such as heavier and lighter. Children's small muscle control is supported effectively because staff give them tasks to do that stretch their abilities. For example, children use scissors with adult support to cut up collage materials. Consequently, they are ably prepared for the next stage in their learning and eventually, school.

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

The key person system is embedded in staff practice at the nursery. Strong partnerships are encouraged with parents and, as a result, staff are well informed about children's care needs. Children and babies quickly show they feel settled and secure in the nursery as they move around independently and enjoy cuddles and reassurance from their key person. Staff have a good understanding of how to keep children safe and care for them. For example, children that trip and bump their head receive appropriate first aid with staff offering reassurance and comfort. They check back on the children regularly and monitor them, and record all accidents on forms to share with parents. Staff deploy themselves by the indoor slide where children learn to manage their own risks and toddlers learn to climb steps in a supportive and safe environment.

Staff provide a stimulating environment. Resources are of good quality and suitable for children and babies. Everything is stored safely and allows safe access. In this way, children can select their own playthings and learn to be independent at the nursery. Children behave well because staff teach them about appropriate ways to behave. Children are involved in tidying away and know that they have to tidy up before selecting more toys. This shows they have learnt to respect and care for toys and follow daily routines. Staff prepare children and babies well for changes in their lives including moving to other rooms at the nursery or moving on to school. Discussions, visits and activities are

all used to make sure that children are emotionally and developmentally ready. Staff provide nutritious snacks and meals and children and staff follow strict hygiene procedures with all self-care routines. This, combined with regular access to the enclosed garden means that children are forming good habits for a healthy diet and learning how physical activities are essential for their future well-being.

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

This inspection was brought forward because the setting notified Ofsted of an incident in November 2013 where a child was left unsupervised in a room towards the end of the day, with staff noticing some time later. The provider had put policies and measures in place to stop this happening after a previous incident. For example, a motion sensor alarm in the building and photo boards to check children off. Staff did not follow the procedure and a child was left behind due to human error. The staff responsible have been dismissed. Current staff make good use of effective policies and procedures to support their work and know the policy to follow should a child go missing in the nursery.

The management team and staff have a good understanding of the learning and development and welfare requirements. They clearly understand safeguarding procedures and know how to identify and report concerns and incidents they may have. All staff attend safeguarding training. Recruitment procedures are thorough and together with background checks, good performance management procedures and team meetings, mean that only suitable, enthusiastic and skilled staff are employed. Staff are keen to improve their skills and knowledge and, where possible, attend training or complete refresher courses in-house on policies and legislation, which they subsequently cascade to colleagues.

Leadership and management are good. Self-evaluation has been fully implemented and captures the views of staff, children and parents. Areas of strength have been identified and targets for improvements clearly support children's achievements over time. For example, staff have introduced detailed day journals to help parents become even more involved with their children's learning and development. Monitoring of planning and assessment is effective and ensures that the progress of all children is understood. Any interventions to support progress are well targeted and have the maximum impact. Planning for educational programmes is scrutinised and, as a result, children benefit from a broad range of experiences that supports their positive progress to the early learning goals.

Partnerships with external agencies and other providers are good and this means that children benefit from a coordinated approach to their care and development and, as a result, make good progress. Partnerships with parents are strong. Daily discussions, newsletters and daily journals all contribute well to this effective partnership and benefit all children. Parents offer positive feedback about the nursery and appreciate the supportive settling-in period that their children and babies receive.

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	EY429704
Local authority	Plymouth
Inspection number	943024
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	129
Number of children on roll	125
Name of provider	Kenleys Day Nursery Limited
Date of previous inspection	12/03/2012
Telephone number	01752 481181

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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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