

# Kingswood Daycare Nursery

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

<b>Inspection date</b>	18/03/2014
Previous inspection date	27/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 benefit from a well-organised, stimulating play environment. They have access to a varied range of good quality resources for indoor and outdoor play.
- Staff plan and provide a wide variety of interesting activities and experiences. Teaching is good and supports children's good progress in their learning and development.
- Staff work closely in partnership with parents and keep them well informed.
- The nursery has strong links with local schools and children's centres, which supports children effectively as they transfer to school.

### It is not yet outstanding because

- Where children are learning English as an additional language, staff have not fully developed the use of children's home languages within the nursery to support the development of their communication skills.
- Staff do not make use of all opportunities to encourage children to use their imagination and express their own ideas in art and design activities.

## **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 children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the manager, staff and children.
- The inspector sampled records including staff suitability records, children's files and planning.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector took part in a joint observation of an adult-led activity with the manager.

## **Inspector**

Rebecca Khabbazi

## Full report

### Information about the setting

Kingswood Daycare Nursery Limited registered in 2012. It operates from the ground floor of Kingswood House in Mitcham, within the London Borough of Merton. There are two open-plan playrooms plus a separate room for babies. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 8am until 6pm, all year round, except for bank holidays and for one week over the Christmas period. There are currently 81 children in the early years age group on roll. The nursery offers flexible care arrangements including wrap-around care for children attending local school nursery classes. It 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. There are currently 16 members of staff who work at the nursery. The manager and one other member of staff hold relevant level 4 qualifications. There are five members of staff who hold level 3 qualifications and five who hold qualifications at level 2. There are currently four apprentices who are working towards relevant childcare qualifications.

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

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

- extend the use of children's home languages within the nursery to further support their communication and language skills
- increase opportunities further for children to express their own ideas and imagination in creative activities.

### Inspection judgements

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

Staff welcome all children. They gather detailed information about each child's background, starting points and needs before they start. For instance, they ask parents to fill out 'all about me' forms and they talk to them during visits to settle children in. This helps them to get to know children well and provide any support they need. Staff make regular observations of children's achievements and use these effectively to plan activities that build on children's knowledge and skills. They adapt activities where needed and make links with other professionals as appropriate to ensure a consistent approach; for instance, if children need additional support with their speech and language development. As a result, children make good progress in their learning in relation to their starting points and capabilities. Staff talk to parents to give feedback every day as well as

providing a communication book that includes details of activities, routines and achievements. Staff invite parents to regular meetings to discuss children's progress and keep them up to date with children's next steps. This ensures parents are effectively involved in their child's learning.

Teaching is good. Staff plan a varied range of interesting activities for children based on their age and needs. They help children develop a range of useful skills that prepare them well for the next stage of learning and for school. Staff teach young children early language and communication skills effectively when they sing songs and rhymes with them and talk to them as they play. They encourage older children to take part in conversations and introduce new words. Children as young as toddlers begin to recognise their names and are eager to put their name card on the board at circle time. Staff successfully engage children's interest in books by providing quiet, comfortable areas in each of the playrooms, where children can relax and share stories. Toddlers listen with delight when staff use a crocodile puppet as a prop during a story and change their voice for different characters. Staff support children who are learning English as an additional language by finding out key words from home before they start and using pictures to help communication. However, they have not fully extended the use of children's home languages in the day to day life of the nursery; for instance, by having signs and labels around the room or teaching them songs and stories in other languages.

Staff encourage children to solve simple problems when they position the large blocks to make a track for their cars. They respond to children's interests when a group decide they would prefer to make an obstacle course to balance over, helping them find more blocks and a quiet space to continue their game. Children enjoy adult-led creative activities such as making blossom pictures as part of a 'growing' theme. However, sometimes staff rely too heavily on pre-printed worksheets or prepared materials rather than encouraging children to express their own ideas and use their imagination. In addition, on occasion, babies are discouraged from 'getting messy' when they show an interest in exploring the paint with their hands and so staff do not make use of the opportunity to extend their learning. Staff teach children about the world around them when they talk about the Spring and grow cress in pots on the windowsill. Babies enjoy an outing to collect twigs and leaves and are excited to make a bird's nest with them the following day. Children in all the rooms enjoy songs and preschool children move their bodies enthusiastically to music.

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

Children come into the nursery happily and settle quickly. They make good relationships with staff and each other. Staff are careful to follow children's familiar home routines when they start, which helps them feel secure and supports their emotional and physical well-being. They make sure that when children move up through the nursery they have plenty of time for visits beforehand to get used to their new room. This helps prepare children effectively for transitions and changes in their lives. Staff provide consistent support and guidance that helps children behave well. They remind children to share and take turns and encourage them to be kind to each other. Children quickly become familiar

with daily routines such as lining up to go outside or sitting quietly on the carpet for a story, and they play well together in groups.

The nursery is bright, well maintained and welcoming. Playrooms are very well organised to create a stimulating and accessible play environment. Children show high levels of independence as they choose from a wide range of age appropriate resources and play materials. Babies confidently get a soft sack of blocks from a shelf when they want to add them to their game and older children choose equipment to add to the water tray. Staff are vigilant in promoting children's safety. They make daily checks of the nursery and garden to ensure children can play safely. Staff supervise children closely at all times, for instance they make sure that they are aware when children are using the bathroom. Children learn about risks and how to keep themselves safe when staff remind them how to use the scissors carefully or explain why they must not run inside. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Children's good health is promoted well. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which help minimise the risk of cross-contamination. Children learn to manage their own personal needs effectively when they wash their hands before they eat or get a tissue to blow their nose. They benefit from well balanced nutritious meals and snacks that are delivered each day by an outside catering company. They enjoy a choice of fruit at snack time and a freshly prepared lasagne for lunch. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they pedal bikes, play ball games or balance across a beam.

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

There are clear procedures in place to ensure that all staff have Disclosure and Barring Service checks and are suitable to work with children. In addition, staff are asked to sign a declaration regarding any changes to their circumstances on a regular basis to ensure their ongoing suitability. The manager is also proactive in identifying any areas where procedures can be further improved. For instance, she recently reviewed the process for obtaining references for new staff to ensure these arrive more promptly and are documented appropriately. This helps safeguard children's welfare. Key staff in the nursery attend child protection training and make sure all staff are familiar with the procedures to follow if they have concerns about a child. All required documentation is in place that supports the smooth day to day running of the nursery. The manager and deputy manager monitor staff performance closely through weekly file checks, peer observations, supervision, appraisals and staff meetings. Staff attend local training courses to further develop and extend their skills. This ensures that the staff group is well trained and supported.

Staff show a good understanding of the learning and development requirements. They monitor children's progress effectively through observation and assessment. They adapt activities where needed to ensure all children can take part, for instance taking into

account the needs of children of different ages or those who have special educational needs and/or disabilities. The management team are committed to continuous development and involve staff and parents in identifying areas for improvement. The nursery has recently refurbished and developed the outdoor play area, taking into account suggestions from parents, children and staff. As a result, children benefit from an inviting outside play space where they can enjoy a wide range of activities.

Staff work closely with parents and welcome them into the nursery. Parents have access to a comprehensive range of policies and procedures as well as regular updates through newsletters and the notice boards. Parents particularly value the caring, approachable staff team. They comment that staff keep them very well informed and they are happy with the progress their child has made. Staff have also developed strong links with other early years settings that children attend, such as local school nursery classes. They work very effectively in partnership with children's teachers. They share information about children's progress and development and make sure they work towards the same targets and goals as children prepare to move on to school. As a result, children benefit greatly from a shared approach to their learning.

### **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

<b>Unique reference number</b>	EY450932
<b>Local authority</b>	Merton
<b>Inspection number</b>	954490
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Kingswood Daycare Nursery Limited
<b>Date of previous inspection</b>	27/11/2013
<b>Telephone number</b>	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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