

Kinderland Day Nursery

1 Normanton Road, South Croydon, Surrey, CR2 7AE

Inspection date	14/04/2014
Previous inspection date	28/03/2013

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 benefit from a welcoming, well maintained nursery.
- Staff plan and provide a variety of interesting and challenging activities and experiences both indoors and outside that support children's good progress in their learning.
- Staff work effectively with parents and keep them well informed.
- The management team are committed to continually developing the nursery and take effective steps to address any areas for improvement.

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.
- Resources in some areas are not as well organised to encourage children to make choices or to provide space to share books and relax quietly.

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.

Inspection activities

- The inspector observed children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussion with the owner, the manager and staff.
- The inspector sampled records including staff suitability records, fire inspection records, risk assessments and children's files and planning.
- The inspector spoke to parents at the setting and read parent questionnaires 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

Kinderland Day Nursery registered in 1995. It is privately owned. The nursery operates from a converted house in a residential area of South Croydon. Nursery rooms are based over three floors, which are accessible by stairs. A garden is available for outdoor play.

The nursery is registered on the Early Years Register. It is open each weekday from 7.30am until 6.30pm for 51 weeks a year. There are currently 197 children on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. It receives funding for free early education for children aged two, three and four.

There are currently 29 members of staff who work with the children including the owner and the manager. There is one member of staff who holds Early Years Professional Status and one who is a qualified teacher. Two members of staff hold relevant qualifications at level 7 and two have level 6 qualifications. There is one staff member who has a level 5 qualification, and two who hold qualifications at level 4. There are 16 staff members with level 3 qualifications and four staff who are working towards qualifications at level 2 or 3.

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
- review the organisation of resources to further increase opportunities for children in 'Snowy Owls' to choose their own activities and to create a comfortable, welcoming space for children in the pre-school to relax and share stories.

Inspection judgements

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

Staff welcome all children into the nursery. They gather as much information as possible before children start about each child's background, starting points and needs. For instance, they ask parents to fill in detailed registration sheets and talk to them during settling in visits. This helps staff get to know children well and ensures they are familiar with their individual needs. Staff observe and monitor children's achievements and identify the next steps for their learning. They complete monthly individual learning plans for children and ensure they take part in a variety of interesting activities that build on their skills. As a result, children make good progress in their learning in relation to their starting

points and capabilities. Staff talk to parents every day to give feedback about children's care routines, activities and achievements and use contact books for younger children. They invite parents to review meetings to discuss their child's progress each term and offer suggestions for activities to continue at home. This helps ensure that parents are effectively involved in their child's learning.

Staff teach children a range of useful skills that prepare them well for the next stage of learning and for school. They promote children's early language and communication skills effectively. They sing songs and rhymes with young children, encouraging them to join in with the words and actions. Children enjoy these singing sessions and clap and cheer at the end. Staff talk to children as they play, ask questions and encourage older children to join in with conversations. They engage children's interest in books when they read them familiar stories and children remember the well-known words and phrases. Children have access to a range of books in each of the playrooms. However, resources in the pre-school room are not always as well organised to create a comfortable quiet area. Therefore, children are not always encouraged to relax and share stories independently to enhance their literacy and communication skills. Staff support children who are learning English as an additional language by finding out some key words from home before they start. Some children benefit from staff members who also speak other languages. However, staff have not fully extended the use of children's home languages in the day to day activities in the nursery. For instance, by having signs and labels around the room or introducing songs and stories in a range of other languages.

Staff teach children about number, size and measure well during every day activities and routines. They encourage older children to count as they wait at the lunch table and they work out how many more children there are as they arrive. They show toddlers how to hold up their fingers during number songs and help them count as they sing. This prepares children well for their eventual move to school. Staff plan interesting opportunities for children to learn about the world around them. Younger children experiment with water and paint brushes and enjoy getting messy with foam. Older children find out about lifecycles when they watch caterpillars become butterflies and let them free in the garden. Staff encourage children to hunt for bugs in the digging area in the garden. Staff extend children's learning as they talk to them and ask questions about what they find. Children confidently find a bucket and use the garden tap to fill it with water to give to the plants. They learn about different cultures and beliefs when they make a dragon costume and dance with ribbons to celebrate the Chinese New Year. Children benefit from a balanced routine and are well stimulated and occupied through the day.

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

Children come into the nursery happily and are confident and settled. An effective key-person system means children form good relationships with their carers. Staff follow young children's home routines carefully when they start. This supports children's physical and emotional well-being and helps them feel secure. Staff prepare children for their move to the next room in the nursery. They make sure they have plenty of time to visit their

new room before they move up. 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.

The nursery is bright, welcoming and well maintained. A good variety of age-appropriate resources and play materials are available both indoors and outside. Resources are mostly used to create a stimulating play environment. However, resources in Snowy Owls room are not as effectively organised to support children's independence and encourage them to make choices. This is because currently there is not as wide a range of accessible play materials in this room as there are in others. Staff make daily checks of the nursery and garden to ensure children can play safely. They supervise children closely at all times, making sure that enough staff are present both inside and outdoors. Young children learn about risks and how to keep themselves safe when staff show them how to crawl down the stairs backwards. Older children learn to hold on to the rail carefully as they go out into the garden. Fire safety precautions such as an alarm system as well as smoke and heat detectors are in place and all staff complete a fire safety awareness course. Children take part in regular fire drills with staff 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 freshly prepared on the premises. They enjoy peeling their own banana at snack time and tasty pasta for lunch. Children play outside every day as part of a healthy lifestyle. They benefit from a large, well planned garden. They have fun practising their physical skills as they have a turn on a space hopper, ride bikes or scramble up the climbing frame. Staff help them learn new skills as they play a game with a bat and ball.

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

This inspection took place following a notification from an outside agency that raised concerns about the nursery's fire safety procedures. The inspection found that the nursery is working in conjunction with the fire officer to ensure that the safety measures and procedures in place meet requirements. This includes making changes to the doors within the building and implementing new procedures to ensure children's safety. Staff have used the incident effectively to review fire safety arrangements and ensure they continue to safeguard children's welfare appropriately.

The nursery benefits from a well-qualified staff team and robust recruitment procedures are in place to ensure that all staff are suitable to work with children. All staff complete safeguarding training and are familiar with the procedures to follow if they have concerns about a child. All required documentation is in place to support the smooth day to day

running of the nursery. There is a comprehensive induction procedure that includes relevant policies and procedures. The manager monitors staff performance through regular supervision and appraisals and, where needed, training is organised in-house for staff to further develop their knowledge and skills. This results in a well-trained and supported staff team.

Staff show a good understanding of the learning and development requirements. They monitor children's progress closely through observation and assessment, for example by using tracking sheets. They adapt activities where needed so that all children can take part, for instance by using Makaton signing or picture cards. Staff seek appropriate support and advice if they identify children who may have additional needs. They work effectively in partnership with other professionals where relevant, following their advice and guidance. This ensures that children experience a consistent approach. Staff also work closely with parents and welcome them into the nursery. Parents have access to a wide range of information about the nursery including a secure parents' area on the website and regular newsletters. They comment that staff are friendly and helpful. They feel their children are well-cared for and they are pleased with the progress they make.

The management team show a good commitment to developing and improving the nursery. They involve staff in developing action plans for their rooms and actively seek feedback from parents as part of their systems for monitoring and review. They act on suggestions and requests from parents, such as enabling them to securely access some aspects of the nursery's camera system to view their child during the day. Recent changes also include the reorganisation of children on the ground floor so that they benefit from smaller group sizes. There are clear plans in place for the future, including further extension of the nursery so that space in some areas can be more effectively organised. These improvements ensure children continue to benefit from new and varied challenges that support their learning well.

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	124972
Local authority	Croydon
Inspection number	961986
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	197
Name of provider	Kinderland Day Nursery limited
Date of previous inspection	28/03/2013
Telephone number	020 8760 0617

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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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