

# Kingston Day Nursery

13 Winchester Circle, Kingston, Milton Keynes, Buckinghamshire, MK10 0BA

## Inspection date

01/05/2014

Previous inspection date

11/01/2013

## 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

- Well-recruited staff plan and provide well-balanced educational programmes, which supports children to make good progress in their learning and development.
- Children enjoy their time playing and exploring and demonstrate that they are active learners.
- Children are safe and secure, and their welfare needs are met effectively.
- The staff establish effective partnerships with parents and others in order to successfully meet the children's individual needs.
- The nursery is well led and managed and the staff team work effectively in practice to maintain and drive improvement, to benefit children and their families.

### It is not yet outstanding because

- While children make good progress in their all-round development, not all staff use teaching techniques consistently, to further support children's communication and language skills.
- Although staff provide good support for children who speak English as an additional language, they do not display key words in the play environment, for all staff to refer too.

## 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 in the play rooms and garden.
- The inspector undertook joint observations with the manager.
- The inspector looked at observation files, a selection of policies, accident records and children's records.
- The inspector had discussions with parents, children and staff.

## Inspector

Kim Mundy

## Full report

### Information about the setting

Kingston Nursery registered in 1992 and is run by Milton Keynes council. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is situated in Kingston, in Milton Keynes, Buckinghamshire. There is access to three playrooms and secure outdoor play areas. The nursery provides a service for children from the local community and it is open each weekday from 8am to 6pm all year round, except public bank holidays. There are 97 children on roll. Children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. Systems are in place to support children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The setting employs eight full-time and two part-time members of staff. All staff hold an appropriate early years qualification at level 3 or above.

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

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

- display lists of relevant words from different home languages to further help staff to support children during activities
- develop the good quality of teaching further, for example, by the consistently modelling language and use open questioning to further support children's communication and language skills.

## Inspection judgements

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

Staff are successful in promoting children's self-esteem and encouraging their enthusiasm for learning. They are secure in their knowledge and understanding of the early learning goals and provide a well-balanced educational programme. Staff have good systems in place for observing, assessing and recording children's learning so that a clear picture emerges of how each child is developing. Overall, the quality of teaching is good and staff make the most of structured teaching opportunities. However, not all staff consistently model language and use questioning effectively, to further support children's communication and language.

Good achievement starts in the baby room and continues throughout the nursery. Staff plan opportunities for babies to develop their small physical skills as they make marks on paper with crayons and paint, for example. They enjoy posting shapes, stacking bricks and

pressing buttons on a wide range of programmable toys. Staff increase babies' and toddlers' communication skills and imagination as they provide a running commentary about what they are doing and encourage them to chat to 'mummy' and 'daddy' on the telephone. Musical activities, singing songs and sharing basic story books, also supports babies' early communication, language and literacy skills.

Toddlers develop large muscle skills as they push and steer toys. Staff plan many good opportunities for babies to explore through using their senses, and they provide natural materials such as sand, water and pine cones. The children in pre-school play room increase their large physical skills as they use more challenging apparatus to slide, climb, crawl and balance. They develop good hand-eye control as they throw bean bags into nets. At the same time, staff teach children to recognise colour, number, shape and size. A popular game involves children finding objects hidden in the garden and matching them to shapes chalked on the ground. Children explore the number of sides the different shapes have, for example a triangle having three sides and a rectangle four sides. Staff encourage the use of tools such as rolling pins and measuring jugs, to explore dough and water. In the pre-school room, staff plan many activities for children to explore a wide range of media such as paint, shaving foam, pasta and a cornflour and water mix. They provide good opportunities for children to recognise their name on their coat peg and drawer and as they self-register. In the role play area, children practise early writing for a purpose as they 'write' in the hair dresser's appointment book. Staff set up a very inviting and cosy book area with puppets and props, which increases the children's interest in books.

The nursery places a strong emphasis on promoting the inclusion of all children. When caring for children who are learning English as an additional language, staff ask parents for words in their child's home language and they use these, as well as sign language, to support effective communication. However, staff do not display the words gathered from parents for all staff to refer to, in order to further support children's learning. A timetable of visitors and activities is planned to enrich the educational programme and children's understanding of the world. Children learn about other people's beliefs as they celebrate festivals, such as the Buddha Flower festival. They listen to a visitor's chanting, help to make a Buddha house and bathe the Buddha in sweet tea. Staff encourage children to find out about living things as they grow vegetables, such as beans and carrots. They use bug boxes as they search for creepy crawlies in the garden. Children make good progress in all areas of learning in order to prepare them for the next stage of education.

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

The staff create a warm and nurturing environment where children are settled and happy. The settling-in procedure is individual to each child so that they happily separate from their parents. Children have beneficial links with one key person, which gives them a sense of continuity from day to day. They become secure in their routines and feel valued. Staff plan the layout of the play rooms to enable babies and children to move around with ease, as they help themselves to a good range of toys and resources. There is a good range of nursery furniture and equipment to meet the needs of the ages and stages of

children attending.

Children are very well-behaved and they respond positively to the 'Golden rules' and to staff's expectations, praise and encouragement. The staff work with parents in the best interest of the children to support any behaviour issues that arise. Staff place a strong emphasis on helping children to develop good manners and social skills, which enables them to play co-operatively together and provides a positive environment in which to continue their learning.

Staff promote the well-being of the children by teaching them to adopt a healthy lifestyle. As part of the mealtime routine, children wash their hands and, after lunch, they brush their teeth. The nursery has a 'Smile award' for promoting children's understanding of the importance of healthy eating and good teeth hygiene. Staff are fully aware of children's dietary requirements and some of the children's meals are delivered to the nursery and others have a packed lunch provided by their parents. The nursery is very clean and good hygiene practices are in place for nappy changing. Children do not attend when they are sick in order to minimise possible cross-infection. Effective systems are in place for staff to administer short and long-term medication to children.

Staff teach children to begin to learn to take responsibility for their own safety as they tidy away toys, follow the nursery rules and practise the emergency evacuation procedure. Children have free access to play outside in the fresh air and staff plan the outdoor environment to support children's all-round development. They remind children how to stay safe on apparatus, for example, when going down the slide. Consequently, staff promote the safety and well-being of the children.

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

The manager leads this happy staff team to provide a safe, secure and enjoyable time for children. Children are safeguarded because staff have an up-to-date knowledge and understanding of child protection, which is underpinned by the effective safeguarding policies in place. The inspection took place following notification of an accident to a child in the role play area. The inspection found that the staff were fully aware of their responsibilities and took all the necessary steps for appropriate treatment, informing parents and recording the accident. In addition, staff carry out a daily risk assessment for both the indoor and outdoor environments and therefore, children are able to freely and safely explore. Throughout the nursery, staff closely supervise and work with children as they play and explore. The nursery's recruitment procedures are robust, and all staff have suitable checks in place.

There are comprehensive procedures in place for staff to maintain the required records for medication administration and accidents. Parents sign and receive a copy of the written accident report. The majority of staff hold a valid first aid qualification to manage accidents appropriately.

The manager has a good understanding of their responsibilities in meeting the learning and development requirements. There effective systems to monitor the educational programmes overseen by manager and deputy. Effective procedures are in place for the progress check for children at age two years. Staff provide a written summary for parents and discuss children's future learning targets. The manager constantly monitors staff teaching practices, planning and assessment procedures. Parents have consistent access to their child's assessment file in their play rooms and a long with a progress report at parent evenings twice a year in May and November, for example.

The managers implement a thorough induction programme for new staff and identify staffs' ongoing training needs through effective supervision and appraisal systems. Good self-evaluation systems are in place. Staff, parents and children are involved in the self-evaluation process. Staff are enthusiastic and keen to develop a mud kitchen area for children in the garden.

Staff work effectively in partnership with parents and others. They develop close links with local schools to help support children through the process of moving on to school. In order to provide necessary support for children with special educational needs and or disabilities, staff work very closely with other agencies. For example, they work with the speech and language therapist to implement programmes of work and therefore, support children in the nursery as well as at home. Parents and carers receive comprehensive information about the setting. Informal daily discussions, notice boards, newsletters, written child development records and open evenings promote good communication systems for parents and others. Parents comment that they are pleased with the service they receive. They praise staff for helping their children to develop their skills in preparation for school.

### **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

<b>Unique reference number</b>	141837
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	967351
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Milton Keynes Council
<b>Date of previous inspection</b>	11/01/2013
<b>Telephone number</b>	01908 281212

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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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Piccadilly Gate  
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