

Kingsmead Day Nursery

Gordon House, Gordon Road, Winchester, Hampshire, SO23 7DD

Inspection date	04/06/2014
Previous inspection date	26/06/2009

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

- Staff plan learning activities by focussing on children's interests and as a result learning is enjoyable and supported through reflective and timely support from adults.
- Staff are friendly and have good relationships with children. Consequently, children enjoy their time at nursery and are confident communicators.
- Staff develop positive partnerships with parents through the introduction of an online learning journal to share information and progress of children; this allows staff and parents to be fully aware of children's needs.
- There is an established management team who monitor and develop staff performance generally well, through ongoing training to improve children's outcomes.

It is not yet outstanding because

- The range of resources for children aged two and three, are not as extensive as those for other age groups, to enhance their learning experiences.
- Staff do not always use effective questioning to challenge children appropriately and develop problem-solving skills.

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 practice in all playrooms and outside.
- The inspector had discussions with management, staff, children and parents.
- The inspector conducted a joint observation with the manager of a group activity.
- The inspector sampled documentation, including children's records and planning.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Farzana Iqbal

Full report

Information about the setting

Kingsmead Day Nursery, Gordon House, moved to its present site in 2005. It is an established privately-owned day nursery and operates from premises in the centre of Winchester, Hampshire. The baby unit for children under two is situated on the first floor and older children have their own areas downstairs. All children have access to a fully enclosed outside play facility. The nursery is registered on the Early Years Register for a maximum of 59 children. There are currently 104 children on roll. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. The nursery is open five days a week all year round. Children attend for a variety of sessions. There are 17 full-time staff and two part-time staff who work with the children. Most have relevant early years qualifications. The management team have level 4 qualifications. There are two members of staff qualified with Early Years Professional Status and one working towards this qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the range of resources for two to three year old children to extend and further promote their learning experiences
- improve systems to monitor staff practice so they consistently use effective questioning techniques to further challenge children and develop their problem solving skills.

Inspection judgements

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

Staff show a clear understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. Staff value the interests of children and plan learning activities using charts to show possible lines of development based on children's interests. This demonstrates the child-centred approach of the staff and the importance of ensuring activities are interesting and engage all children. Staff work closely with parents, and management have recently introduced an electronic learning journal to record observations and to track children's progress online. The feedback is positive from staff and parents as this strategy has enabled more effective information sharing and further enhances children's outcomes. Some parents who work long hours now feel included and able to take part in their child's learning and development. They can see what their child has been achieving at nursery. The electronic learning journeys are also

proving to be an effective tool to help ease parental anxieties when leaving younger children and babies. Staff can update parents on a regular basis to reassure them that their young child is settling in and keep them informed of progress and routines.

Staff use the information effectively to plan challenging activities and to help identify the next steps in children's learning. Planning is in line with the seven areas of learning to help ensure there are no gaps in children's development. Staff work closely with parents to obtain ongoing information about children's experiences outside of the nursery. They integrate information about children's interests and preferences into planning. For example, parents uploaded pictures of children on holidays, achievements or interesting learning moments. Staff then discussed these moments during circle time and valued children's views and opinions. Staff also use achievement records to document observations, pictures and learning moments and these are shared with parents. This means that children's progress across the areas of learning can be monitored effectively.

As a result, of the effective teaching and personalised learning and care that children receive from staff, gaps in children's learning are closing. For example, children with special educational needs and/or disabilities have individual educational plans and care plans to meet their needs. A designated special educational needs coordinator works in collaboration with multi-agency teams and specialist teams. 'Team around the child' (TAC) meetings are held to set specific targets to meet children's individual needs. Additionally, staff complete the required progress checks for children aged two years and share summaries of the children's development with parents.

Staff build on child-initiated play and provide a homely environment. Children gradually progress through nursery as they grow, and they settle well. However, the range of resources for children aged two and three years is not as extensive and varied as those for the younger children. Nonetheless, these children make good progress. Staff follow children's interests by planning age appropriate activities, such as sensory play for babies. Staff provided good opportunities for children to create their own rockets through 'junk modelling' for older children, who showed an interest in aeroplanes and rockets. This ignited their imaginations and promoted their creative skills well. Generally, staff encourage children's language and communication well. However, not all staff consistently use open-ended questions to further encourage children's thinking skills.

Planning incorporates good opportunities for children to develop their early writing skills. For example, they 'wrote' air tickets. The countdown to launch their rockets promoted their mathematical skills and promoted their ability to count. Staff capture children's attention and develop their communication and language skills as they discuss their designs during creative activities. These activities enable children to be well prepared for the next stage of their learning.

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

Children develop a strong sense of belonging and well-being because the staff continuously gather information on their individual needs and provide a welcoming

environment. The effective key-person system means that children have an adult who knows them well and takes care of their personal needs. Staff in the baby room record all children's individual routines in a folder, in conjunction with parents. As a result, babies sleep, eat and have their nappy changed according to their individual needs and in partnership with parents. The babies have a short, separate allocated time to spend in the outdoor area. This encourages them to explore and play safely and without interruption.

Children are gradually introduced to visit the room they will move to so they can develop positive relationships with their new key person and become familiar with the room layout. In some cases the key person may follow a child to the next room depending on the child's individual needs. This shows the child-centred ethos promoted by staff and management and the importance placed on the individual child's emotional well-being. All children have good opportunities for active and creative play and to rest at appropriate times and move freely between the outdoor and indoor areas. This enables them to make independent choices about where they play.

Staff are good role models so that children learn appropriate social skills and display good manners. This is reinforced through positive language and staff encourage children to say 'thank you' and 'please' appropriately. Staff are fully of safeguarding procedures and actively include children in daily risk assessments. This increases children's awareness of safety indoors and outdoors. There are healthy meals brought into the nursery for lunch and children provide feedback on menus. Staff sit with children and engage in conversations about the menu, to encourage children's understanding of healthy eating. Staff record how much children have eaten and share this information with parents to monitor the child's preferences and general well-being. Children are encouraged to serve themselves and are being prepared for school through lunch routines, including queuing and using lunch trays. Staff ensure children wash their hands after messy play, using the toilet and before snack and meals. There is a tissue station with a mirror where staff help children to wipe runny noses. This helps children to learn the importance of good hygiene practices to reduce cross-infection. Staff show warm dispositions and are friendly and approachable. Consequently, children clearly enjoy their time at nursery and show positive relationships with staff and their friends.

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

The well-established and enthusiastic management team is experienced and committed to meeting the needs of children through ongoing training and professional development. The manager prioritises areas of improvement and staff work hard to implement change. Senior members of staff have recently completed the Early Childhood Environment Rating Scale and the Infant Toddler Rating Scale training courses. This training has enabled them to assess and improve the space, furnishings, activities, language and communication. However, they have not yet enhanced the range of resources and room layout for the toddlers.

Management have a clear understanding of their responsibilities of meeting the

safeguarding and welfare requirements. There is a designated safeguarding officer to support and advise staff about child protection issues. Staff know what to do if they are concerned about a child in their care. They risk assess the environment to ensure any hazards are identified and removed, so children play and learn in safety. There is a comprehensive range of policies and procedures that are implemented by a well-qualified experienced staff team. These policies provide key information for staff and parents and reinforce good practice.

The senior members of staff are able to identify areas for improvement and positively act on these. For example, the outdoor area has been changed based on input from parents and children to include a mud kitchen. Staff continually improve this area to provide a challenging and exciting area for play and learning. The manager is effective in her leadership and deployment of staff ensuring the needs of the child are met as a priority. The management and leadership team involve staff views in developing changes and improvements. The manager has developed an effective system of self-evaluation that shows good reflective practice and a proactive disposition to change. Staff are also included in planning and assessment systems. Staff practice is effectively monitored overall by the manager through mentoring, appraisals and team meetings. However, not all staff use questioning effectively to extend children's thinking.

Training and development is identified through observations and discussions, and these are often carried out in-house. Staff attend training courses according to the needs of the children and the focal areas of development for the nursery. For example, some staff have attended Makaton training to support children in their speech and language development.

Partnership with parents and carers is strong. Communication has improved through the use of online development records that chart children's development in all areas of learning. Parents are able to view and contribute to their child's observations, activities and next steps. There are links with local schools to help manage the process of pre-school children moving on to school. This includes sharing information about the child with new teachers and visits from the school. Staff take children to visit their local school so they become familiar with school routines and environments. This helps children to become emotionally secure and ready to go to school when the time comes.

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	EY319348
Local authority	Hampshire
Inspection number	834566
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	104
Name of provider	Helen Gaskell
Date of previous inspection	26/06/2009
Telephone number	01962 862266

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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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