

King William Nursery

St Luke's Church Hall, King William Road, Gillingham, Kent, ME7 1PD

Inspection date

Previous inspection date

11/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children benefit from a range of learning experiences that cover all areas of learning, including daily outdoor play, which helps them make good progress in their development.
- Staff are developing positive relationships with the children and their families, offering a friendly and caring environment.
- The managers demonstrate a strong commitment to developing the nursery and have targeted plans for the future to improve the quality and standards of the provision.

It is not yet good because

- Staff do not have a good awareness of potential hazards in the environment to enable them to implement the necessary measures to keep children safe at all times.
- A good range of natural materials is not accessible on a regular basis to enable children to explore and investigate their environment both indoors and outside.
- Children have fewer opportunities to see numbers and letters in their environment.

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's play and the staff's interactions with them both indoors and outside.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector carried out joint observations with the nursery managers.
- The inspector spoke to parents to find out how they were supported with settling their children into nursery.
- The inspector spoke with the managers about how they plan to develop the nursery.

Inspector
Sara Garrity

Full report

Information about the setting

King William Nursery registered in 2013 and is owned by KW Nursery Ltd. They operate from a church hall in Gillingham, Kent. There is an enclosed outdoor play area. The nursery is open each weekday from 9am to 12pm, term-time only. The nursery is registered on the Early Years Register. There are currently 20 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The nursery employs six members of staff, including two managers. One manager holds a BA (hons) degree in early education and is working towards achieving Early Years Teacher Status. Other staff hold appropriate qualifications at National Vocational Qualification level 2 or above.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of robust risk assessments that cover all areas the children come into contact with, making sure all staff are aware of the potential hazards and risks, and understand how to manage these effectively to keep children safe.

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

- extend children's learning by providing a print-rich environment, where children are stimulated by visual representations of numbers and letters
- develop opportunities for children to explore and experiment using a good range of natural materials, both inside and outdoors.

Inspection judgements

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

The children benefit from a well-resourced environment where they can play and learn. The staff set out the room to enable the children to move around freely. They make good use of the resources available to them and use tables and screens to section off areas of the room. This gives the children a large area where they can practise their physical skills safely. The children enjoy singing along to action rhymes and listening to the rhythm the

instruments make as they shake them in time to the music. This supports the children to develop their creativity and communication and language skills as they follow instructions. The staff provide the children with a cosy area where they can relax or chat with friends. The children look at the interesting selection of books on offer, which includes some in different languages. The staff support the children's early writing skills by providing them with chalks and crayons. The children use these as they begin to write and form letters; this is further extended as they use brushes and rollers to draw on walls with water to develop their literacy skills. The staff support children who learn English as an additional language by using words in their home language as well as providing dual-language signs in the room. The staff provide the children with a good selection of activities and resources to support their literacy. However there are fewer opportunities for the children to see letters and numbers around the room to help them understand that print carries meaning.

The children are particularly interested in learning about the caterpillars; staff follow the children's interests by showing them pictures of butterflies and talking to them about the life cycle. Staff use their knowledge to extend the children's experiences and expand their awareness of the world around them. All staff provide the children with educational programmes that offer them exciting and challenging activities that are suited to their needs. The children are beginning to develop new skills to support them in the next stage of their lives. They show independence as they make choices in their activities. The children use their imagination as they turn large boxes into places to hide with friends or open them out to make a cover to roll up in. Consequently children are learning to take turns and they listen and play cooperatively with others.

Staff carry out regular observations on the children to ascertain their stage of development. The staff use these observations to design interesting and engaging activities, which reflect the children's interests. The staff put in place individual plans to support those children with special educational needs and or disabilities and those learning English as an additional language. Staff regularly review planning to ensure it is meeting the needs of all children. All staff praise and encourage children to enable them to gain a sense of achievement as they undertake new tasks. Therefore children are making good progress because of the quality of teaching they receive.

Staff are developing positive relationships with parents. They encourage them to join in activities and children benefit from parents coming in to show how they celebrate different festivals and events in their culture. The key person spends time with parents to gather information about their children prior to them starting at nursery to support them to settle well.

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

The children are developing close relationships with all staff, particularly with their key person. This helps to ensure that staff meet children's emotional needs well. Parents are encouraged to stay for play sessions when their children start at the nursery, to help them settle in comfortably. The staff help children to develop positive relationships with each

other to support their personal and social development. The children play well together and are becoming confident and happy in their play, as they are learning to share and cooperate with others. Staff manage children's behaviour calmly and appropriately, taking account of a child's age and level of understanding. As a result, children behave well and respond willingly to requests, such as to let friends take a turn on the seesaw.

The staff work closely with parents and others to be sure that they effectively meet children's individual care needs. Children's well-being is cared for through the effective provision for their personal, social and emotional development. Staff are beginning to teach the children about how to adopt a healthy lifestyle. Children show they are keen to manage their own care as they wash their hands before having a snack. The staff set out snack time so that the children are able to sit down together in a large social group. The children enjoy chatting to each other and engaging in conversations with staff, which supports their communication and social skills. Staff offer the children a healthy snack; they enjoy a choice of fruit as well toast or bread. Staff make use of this time to encourage the children to practise new skills as they butter their own toast. The staff praise the children's attempts and support them where needed. The staff utilise this time further as they encourage the children to pour their own drinks, therefore encouraging them to develop their independence and hand-to-eye coordination skills. Children have access to drinking water throughout the session both inside and in the garden so they do not become thirsty while they play. The staff offer the children daily opportunities for exercise outside in the fresh air. The children practise physical skills as they run after the balls as well as climbing to the top of the slide.

The staff have received safeguarding training and demonstrate they understand their role in child protection and how to report and record any concerns. Staff carry out daily risk assessments on both the inside and outdoor environments. However, children are not routinely learning about how to keeping themselves and others safe. Staff are not sufficiently vigilant to ensure all hazards in the environment are appropriately managed to keep children safe at all times. For example, staff are not aware of all slip hazards, or when large play equipment is set up too close to hard surfaces outside.

Staff work with parents to support the children's care routines. The staff change children's nappies following the correct procedures to ensure the risks of cross contamination are reduced. Children receive good support while learning to use the toilet to support their comfort and self-esteem. Staff change children discreetly if they forget, maintaining their dignity. Older children are learning to manage their personal care needs as they access the toilet independently.

The staff use information from parents to support children when they start at the nursery. There are links with the local schools and the nursery plans to visit one of them, to help prepare children for their move into school. Children, including those who are receiving support from specialist services, enjoy being at nursery; they show confidence in staff who successfully enhance their experiences and help them progress so that no child is disadvantaged.

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

The leadership and management of the nursery demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They have put in place robust recruitment procedures to check all staff working with children are suitable and have the required qualifications. The managers have a clear understanding of how to monitor staff performance to help drive improvement in the quality of the provision, They have an induction process in place and carry out one-to-one supervision meetings. They use the information gathered at meetings to identify staff's training needs. All staff have recently updated their paediatric first aid training and have also undertaken safeguarding training. The child protection officer has attended designated persons safeguarding training and other staff are waiting to attend the same course. This helps to ensure that staff safeguard children appropriately. The managers are aware of their roles in keeping the children safe. The nursery has adopted new policies and procedures and staff generally follow these to help ensure they protect the children. Clear risk assessments are in place and staff complete visual checks daily. However, staff are not sufficiently vigilant while children are playing to protect their welfare and safety at all times. This is a breach of the legal requirements of the Early Years Foundation Stage. There is not significant impact on the children because management have taken immediate action to reduce risks to the children outdoors. All required documentation is appropriately completed and available for inspection. Staff practise fire drills regularly with the children to ensure everyone can leave the building quickly and safely in the event of an emergency.

The managers are committed to improving the quality of the nursery and continually reflect on their practice. They have plans in place to ensure they involve staff, parents and children fully in the evaluation of the nursery. The managers are working closely with the local authority early years team and have action plans in place to address any weaknesses identified. The staff are well supported in their roles and in the short time they have been together appear very supportive of each other and work well as a team. This demonstrates a committed approach to improving opportunities for the children. Staff seek support for any individual child's needs through partnership working with other professionals and outside agencies. The managers monitor the children's progress by checking the observations and assessments in the children's learning journeys; this gives them an overview of each child's progress and enables them to address any gaps in achievements. The staff complete the required progress check at age two and share the completed documents with parents who are keen to find out how their children are progressing.

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	EY469819
Local authority	Medway Towns
Inspection number	949515
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	20
Name of provider	KW Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01634 389586

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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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