

Kish Nursery

Woodville Road, Richmond, Surrey, TW10 7QW

Inspection date

Previous inspection date

12/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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	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 are happy and settled because they have warm relationships with staff who know and plan for their needs well.
- Staff have established positive partnerships with parents. Consequently, parents are happy, and there is a consistent approach to children's care and education.
- The quality of teaching is good, and staff use a range of methods to help children make good progress.
- Children spend a lot of time outdoors where staff are effectively deployed to support their interests and growing independence.

It is not yet outstanding because

- Staff do not fully maximise opportunities for children to develop early writing skills through a broader range of meaningful contexts.

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 staff interaction, both indoors and outdoors.
- The inspector and manager undertook a joint observation of a small group activity.
- The inspector talked to staff and held meetings with the manager of the setting.
- The inspector examined a sample of documentation including a representative sample of children's records, risk assessments, safeguarding policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Jacqueline Carolan

Full report

Information about the setting

Kish Nursery registered in 2013 and is one of two privately-owned nurseries. It is located in a residential area of Ham, in the London Borough of Richmond-upon-Thames. The nursery operates from a single storey, purpose-built building. There is an entrance area, a playroom and an outdoor area for children to use. The nursery is open each weekday from 8am to 1pm during school term times. The nursery currently employs four staff, all of whom hold appropriate early years qualifications. The manager has a foundation degree in early years. The nursery is registered on the Early Years Register. There are 14 children on roll. Staff support children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery is in receipt of funding for three- and four-year-olds.

What the setting needs to do to improve further

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

- strengthen the programme for literacy, by providing regular opportunities for children to use writing resources that enable them to practise their developing in a wider range of contexts

Inspection judgements

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

Staff provide a broad range of interesting and challenging opportunities both indoors and out to help children make good progress. These are effectively adapted to meet children's individual learning needs. Most staff have a good knowledge of the learning and development requirements and the manager is supporting them to develop this further. Staff effectively plan activities around children's interests and the areas of learning and development. They develop Individual plans for children and clearly identify the next steps in their learning. Profiles of children have up-to-date information of their tracked progress and parents state these are shared with them frequently. The manager communicates with other early years provision that children attend. There are secure plans to work together with parents when completing the progress check for two-year-olds, when the time comes.

Staff provide good levels of support for children with additional needs. They use effective strategies to ensure all children are included. For example, a visual timetable is used to support children's understanding of routine, and as a result, children feel valued. Staff work effectively with parents and other outside professionals to help ensure that children meet their individually targeted milestones. Staff are proactive in taking on advice from professionals to implement strategies to support individual children's inclusion. Key

persons participate in 'Team around the Child' meetings and plan for children's next phase of education with parents and other professionals. Discussion with parents demonstrates that they value the contribution from staff in this process. Parents confirm they have opportunities to speak with their child's key person on a regular basis and are kept informed of their progress.

Staff are skilled in talking with children, adapting their interactions with them, depending on their level of understanding. For example, they use a balance of commentary and questioning to promote language and communication. Staff use discreet teaching techniques, such as suggesting the wrong answers to questions to prompt children's thinking. At circle time, for example, staff suggest 'we will need a coat' for warm weather, provoking an animated response from children. As a result, children feel listened to and valued. Staff ensure they are effectively deployed and listen and respond to all children's communications and interactions. They work well together to plan support for individual children. At circle time, staff position themselves to support children who are likely to need their support to fully participate.

Children are learning about different mathematical concepts, and staff are on hand to promote language and encourage them to solve problems through their play. For example, staff talk about different shapes and sizes as children roll and cut with the play dough tools, using a range of shape cutters. Children have access to pencils, crayons, and paper to practise early writing skills. However, staff do not actively encourage children to practise these skills further, with resources in other areas of the setting. For example, by writing lists during role play, or making notes outside to enhance their developing skills. Nonetheless, children are making good progress and developing the skills they need for their future learning.

Staff provide ample opportunities to develop their physical skills outside, where children are engaged and focused at all activities they undertake. Children are familiar with the routine and know what is expected of them, staff are always on hand to support when needed, and consequently children feel secure in the setting. Staff provide children with opportunities to play alone or be part of a more adult-directed group. As a result, children learn to wait, take turns, and learn from their friends. Staff give children responsibility for small tasks and have high expectations of everyone. Children participate in tidy up time learning to take responsibility for their environment.

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

Staff know children well and care for them in a very calm, warm and nurturing environment. Consequently, children are happy, secure and confident and it is clear that strong relationships are of paramount importance. Staff treat children with respect and dignity and enjoy many positive interactions with their key person. Staff are good role models for children, when interacting with each other, children and parents. They sensitively intervene when children disagree or a minor dispute takes place, reminding children of the expected behaviours. Staff consistently talk to children in a nurturing manner providing clear guidance on what is expected. As a result, children behave well

and confidently ask for adult help with disputes when needed.

Children are learning about the importance of making healthy choices and keeping themselves safe in the sun. For example, staff explain why it is important to drink lots of water on a hot day and wear their sun hats. Children bring their own snack and staff sit and help them to open packaging and peel fruit, while talking to them about why our bodies need food for exercise. Children know they must wash their hands before they eat and staff remind them of this important rule.

Staff are deployed effectively to promote the children's safety and enjoyment indoors and out. Staff encourage them to play safely and minimise any accidents. For example, staff talk to children about running inside, giving an explanation as to why it is not safe and that they can run outdoors instead. Therefore, children learn to be responsible to keep themselves and others safe.

Children's home cultures and backgrounds are valued in the setting, with German lessons offered weekly and trips to the library to look for books on things that interest them. Parents are welcomed into the setting to share experiences, a 'dad and grandfather' day is planned and children are excited about the upcoming event.

Routines are well planned, with the use of songs and musical instruments as indicators of change. For example, children use the triangle to signify that it is time to tidy away. Therefore, children have a sense of responsibility and feel valued.

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

The manager and her team have a good knowledge of the safeguarding and welfare requirements. Individual staff are aware of the protocols for keeping children safe, including child protection concerns. Staff have undertaken training on child protection and are confident in what to do if they are concerned about children's welfare. Staff recruitment is robust to ensure they are suitable to work with children. Staff are confident in their roles and work very well together to meet the needs of the children, communicating with each other throughout the session. Staff undertake regular risk assessments to ensure that potential hazards are identified and risk is reduced. Consequently, children are safe and their welfare is assured.

There is an effective team approach to reflecting on the quality of practice and the manager is clear about areas for further development, with a focus on supporting children's independence. She is a strong role model for the staff and demonstrates capacity to drive continuous improvement. Staff feel supported by management and have regular opportunities to discuss their professional development, their key children and evaluate their practice. There are systems in place for monitoring quality of teaching. The manager observes and feeds back to individual staff with areas to be developed. Staff demonstrate effective team working; directing and supporting each other throughout the session to enable children to achieve.

Staff work in partnership with parents to ensure children settle well, when they first start. Communication is good with open evenings and planned short settling visits. Parents have confidence in the staff and value their work with the children, stating they have seen significant progress in their children's development. Management has effective links with a range of professionals to support individual children's care and education. As a result, children receive the most appropriate support to promote their development. The manager welcomes support from the local authority to further promote their reflective practice.

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	EY473395
Local authority	Richmond upon Thames
Inspection number	949017
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	14
Name of provider	Kish Kindergarten Ltd
Date of previous inspection	not applicable
Telephone number	07908699320

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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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