

Kindervine Day Nursery

3A Unimix House, Abbey Road, LONDON, NW10 7TR

Inspection date	03/06/2014
Previous inspection date	11/03/2013

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 are motivated and keen to learn in this inclusive and welcoming setting. They develop positive relationships with staff and other children.
- Experienced staff have a strong awareness of children's individual needs and help support new members of staff in their practice.
- There are good opportunities for improving staff's professional development through a variety of both internal and external training.
- Children behave well because staff use positive methods, such as praise, to encourage good behaviour.

It is not yet outstanding because

- Younger children cannot always find the items they want to play with easily. This does not support their independent play as well as possible.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, both inside and outside.
- A joint observation was completed by the inspector and the manager in the over two's group room.
- The inspector examined documentation, including a representative sample of children's records, the setting's policies and procedures and staff suitability records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Greene

Full report

Information about the setting

Kindervine Day Nursery registered in 2012. It is privately owned by Kindervine Day Nursery Limited and operates from three refurbished rooms on the ground floor of a commercial centre in Park Royal, in the London Borough of Brent. The nursery is open each weekday from 8am to 7pm for 51 weeks of the year. Children have access to two outdoor play areas. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently 52 children in the early years age group on roll. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery employs 12 staff; six staff are qualified and the rest are working towards an early years qualification.

What the setting needs to do to improve further

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

- develop further opportunities for younger children to help themselves to resources in order to help them play more independently.

Inspection judgements

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

Staff have a good understanding of how children learn. As a result, they provide a varied range of activities to promote all areas of learning. Staff plan for children's progress using a range of teaching methods. They are enthusiastic and engage well with the children. This influences children's motivation to play and learn. Even though some children are new to the nursery, staff's strong understanding of each child means that activities provide suitable challenge for all children.

Staff work closely together, sharing expertise and developing aspects of the provision. They share ideas, try them out and evaluate their impact. This joint approach gives everyone a deep understanding of the importance of the learning environment and its impact on children's well-being, and learning and development. Staff know individual children well and make effective use of the assessment systems to identify gaps in children's learning. Staff support children with additional needs well, working with parents and other agencies to ensure that their care and learning needs are fully met. Staff complete progress checks for children aged two years so that they can summarise children's development in the prime areas of learning. They have recently implemented a system enabling parents to feedback what their children have been doing at home which helps contribute towards the planning of the activities.

Younger children enjoy singing their favourite songs and use simple actions to join in. Through staff's good involvement and teaching skills children are learning to take turns. They cooperate with each other as they take part in group games, such as rolling the ball to each other. Children's physical development is well supported. They enjoy moving to music and shaking the musical instruments. Older children can help themselves to resources easily. However, the easy accessibility of the resources for babies is not so well developed. This limits their ability to be fully independent in their play. Older children use a variety of resources; they make marks using pencils, cut paper with scissors and use shape cutters to make shapes. This develops their manipulative skills in preparation for writing. During the adult-led activities, such as completing the bead puzzle, children enjoy the praise they receive when making the shapes. Staff encourage children's understanding of number and shape by playing the game with them. They take it in turns to count and identify the shape and colour of each piece as they complete the puzzle. The interaction between the children and staff is warm and positive.

Children have good opportunities to gain an awareness of diversity as they use a wide variety of resources that reflect positive images of difference. Staff read stories to children with expression and imagination. Children focus very well during circle time when staff talk to them in a lively and engaging way. This supports children to develop confidence as they speak in groups, as well as widening their vocabulary and extending their concentration skills in readiness for school. Children learning English as an additional language are well supported. Staff ask parents for key words in children's home languages and use them to support children in their play and learning.

Staff engage with children well, helping them to enjoy their activities as they join in with their conversations. They use real life objects to bring the story to life. Children use their senses as they smell and taste and find out about different fruits, such as the prickly pineapple described in the story. Staff use pictures to provide opportunities for children to talk about their emotions and different scenarios that may occur and how that person may feel. These activities support children's early language development and literacy skills and promote their personal, social and emotional development.

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

Children play well with their friends and are keen to share activities with staff. They enthusiastically help to tidy away and set up for lunch which shows a good awareness of responsibility within the nursery. Children's behaviour is good and their sense of belonging is demonstrated by their familiarity in routines. Staff demonstrate a good understanding of their role in managing children's behaviour appropriately. Their behaviour management strategies help children to feel valued and respected.

Staff are sensitive to the needs of children, particularly those who are new and settling in. Babies who are new to the nursery enjoy cuddles and affection from staff, supporting feelings of safety and security. When children become upset they are given reassurance and appropriate acknowledgment of what they might be feeling when separated from

their parents. As a result, children are able to form secure attachments and be confident in the nursery.

Children are learning to follow a healthy lifestyle. Healthy meals and snacks are provided that children enjoy. Staff are enthusiastic about being selected by the local authority to take part in the healthy early years project. They are using the knowledge they have gained from this health education programme to share with parents and children. Staff provide children with interesting activities to help them learn about healthy foods, such as when they investigate the different smells and tastes of tropical fruits. They are encouraged to be independent with their personal hygiene as they independently wash their hands before lunch time. Effective nappy changing and toilet training procedures are in place to ensure children receive the support they need to progress to the next stage.

Children are learning how to keep safe as they take part in regular fire drills to enable them to learn about how to evacuate the building safely in an emergency. They also help with the visual risk assessment before they go out to play in the garden. This helps them to develop an awareness of potential risks. All fire safety equipment is regularly checked to ensure it is fit for purpose.

Staff are sensitive to the needs of children who move from one room to another. There are effective systems to support children as they move to the next age group as the key person makes a thorough handover to give children good continuity of care. Staff prepare children who are moving to school as they talk about what to look forward to at school. They also teach skills that children will need. For example, children are learning to take turns in group activities and to listen to staff and each other during circle times and focused activities.

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

The staff and management team clearly understands the requirements of the Early Years Foundation Stage. The manager is the designated person with responsibility for safeguarding and is confident about her role. Staff have attended safeguarding training and are well informed about the procedures to follow if they have a concern about a child. Records, policies and procedures are comprehensive and have been reviewed since the nursery opened to reflect current guidelines and practice. The nursery keeps thorough records of accidents and attendance to further protect children and promote their welfare. The majority of staff have suitable paediatric first aid qualifications and newer members of the team are due to attend first aid training this term. Consequently, children are well protected in the event of a minor accident.

There are robust staff recruitment and vetting procedures for checking that staff are suitable to work with children. There are effective systems to ensure that the suitability of all staff is checked promptly and any staff who are awaiting Disclosure Barring Service checks are supervised at all times in order to help keep children safe. Staff complete required records which are stored appropriately to keep them confidential. New staff have

an induction that enables them to gain a secure understanding of the daily practices and systems in place. There are a number of new staff, and some existing staff have taken on new roles within the nursery. Existing staff work closely with new staff, offering ongoing support and providing continuity for the children in their care. There are twelve staff, of whom six have relevant early years qualifications and the rest are all working towards qualifications. This ensures that staffing qualification requirements are met. There are effective systems in place for the supervision of staff to highlight any further areas for their personal development. Staff attend training, including food hygiene, safeguarding, first aid and planning in learning and development. They are able to request training in areas they are interested in, such as working with children with special educational needs. This has a positive impact on their knowledge, enabling them to confidently respond to different scenarios. Staff review risk assessments following any identification of hazards, and preventative measures are put in place. The manager investigates complaints effectively and details of the regulator are accessible to parents and staff.

Deployment of staff is effective so that ratios are met throughout the day. Staff supervise children well, providing a safe environment where children can explore and investigate. The manager has a good overview and knowledge of the educational programmes, in order to monitor that all areas are covered within planning and assessment.

Self-evaluation is completed and the views of parents and the local authority advisory team are also included. This enables the manager to identify a clear plan of action to support improvements identified. Feedback provided to parents following their completion of questionnaires keeps them informed about how the staff intend to address areas they have acknowledged. The nursery undertakes internal audits and these, along with the support they receive from the local authority, help contribute to areas they can develop further and ideas on how they can improve.

Partnership with parents is effective. Parents initially share information with their children's key person through a settling-in record. This enables the key person to find out more about their children's individual needs and routines, and support each child well. Parents have opportunities to attend reviews of their children's progress and to gain handover information providing an overview of their child's day. The nursery keeps parents informed about events with a range of written information that is posted up on notice boards and in the entrance area. Parents comment they are happy with the care provided, they appreciate the friendly staff and the good facilities. The nursery works effectively with parents and other professionals to support children's individual needs and provide continuity of care for children who attend.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY451672
Local authority	Brent
Inspection number	976462
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	52
Name of provider	Kindervine Day Nursery Limited
Date of previous inspection	11/03/2013
Telephone number	02089653993

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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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