

King's Day Nursery

Weston Education Centre, Cutcombe Road, Lambeth, London, SE5 9RJ

Inspection date	20/06/2014
Previous inspection date	28/08/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
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 have daily opportunities to benefit from fresh air and exercise because of the free-flow system, enabling children to play outside.
- Generally, staff build sound relationships with the children to help them settle and feel secure.
- Staff carry out daily safety checks of the premises enabling children to play in a safe, secure environment.
- Children are given activities that begin to prepare them for the next step in their education because staff understand about school readiness.

It is not yet good because

- The key person system is not fully effective due to staff changes, resulting in next steps not always being identified or used to inform planning and activities.
- Staff do not regularly ensure that resources are easily accessible within the nursery to promote all seven areas of learning consistently.
- The daily routine of the nursery overtakes the needs of the children limiting time for adult-led or child-initiated play.
- Systems to monitor the effectiveness of children's assessment records, planning and general documentation are not robust to ensure they are kept up to date.

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 spent the majority of the inspection observing staff interacting with the children.
- The inspector reviewed documentation including children's assessment records, policies and procedures.
- The inspector obtained parents views through discussion on the day of the inspection.
- The inspector held a meeting with the manager.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Wakelen

Full report

Information about the setting

Kings Day Nursery opened in 2002 and operates from the ground floor of a building that forms part of the medical school. Children have access to a secure, enclosed, outside play area. The nursery is one of three workplace nurseries for children of staff who work for the Health Authority. The nursery is open all year round from 7 am to 6.30 pm.

The nursery is registered on the Early Years Register. The setting currently supports a few children who speak English as an additional language.

A total of 21 staff work with the children, including the overall manager of all three co-nurseries based on the hospital site. All staff hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- ensure the key person system is secure to improve adult interaction with the children to support and extend children's learning and nursery experience using next steps in their development
- develop a secure, robust system of monitoring to ensure all documents and children's assessment records are constantly reviewed and updated.

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

- improve opportunities for children so they have less time following daily routines as one whole group and more time in adult-led and child initiated play
- use resources more effectively to ensure all seven areas are accessible, with emphasis on sensory play for the younger children.

Inspection judgements

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

The staff have a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage. They prepare some activities and provide resources for children both indoors and outside. Children can make free choices overall, about where they choose to play, enabling them to find activities that interest them. Staff make

observations of children's learning, but at present these are not carried out regularly enough to enable staff to evaluate children's stage of development. Each child has a learning journey but many are not up to date and therefore do not always contain accurate information. This is mainly due to big changes in the staff team. Parents are able to contribute to these records and complete 'wow' moments about their children's development. However, due to the files not being updated this is an area that is not working to best effect. The progress check for two year olds is completed when relevant, and parents are asked to record their comments.

Children are generally confident within the nursery and move around finding activities that interest them. Many children choose to play outside because more interesting activities and resources can be found here. Children practise their climbing on the swinging wooden stepping bars, or walk over the wooden bridge above the sand pit. They enjoy using the sit and ride cars or rolling the ball to knock down the skittles. Children enjoy sitting outside, using developing hand and eye coordination as they join the construction toys together. They are confident communicators and interact with staff who show interest and enthusiasm in what they have to say. Some staff are skilled at asking open-ended questions to encourage children to communicate and develop their vocabulary. Other staff do not always ask relevant questions and tend to observe children. As a result, children do not engage in conversation. Baby room staff often forget to talk to children in a meaningful way, missing opportunities to extend their understanding.

The older children show a clear understanding about taking turns as they play in groups or wait their turn during every day routines, such as snack and lunch time. Staff place emphasis on following the daily routine which occasionally limits children's free choice or opportunities. For example, all children are asked to join in two separate story times which does not always interest them, or to sit at the snack table until all have finished. This limits opportunities for the child to find an activity that meets their individual interest. Books are made accessible in all rooms but the areas are not welcoming or cosy, therefore children do not make good use of the books.

Sand play is a firm favourite with the children, who have opportunities to sit in the sand pit and dig. Water play is provided and younger children explore filling and emptying containers. The older children enjoy learning about the life cycle of the caterpillar and how it grows into a beautiful butterfly. They are in the process of watching the caterpillar turn into a chrysalis and have made pictures and labels for their artwork to be displayed on the wall. Staff use mathematical language when talking to the children, asking if they would like more water and encouraging them to count when knocking down the skittles. Several children know their age and can reflect this on their fingers. They are beginning to do simple addition and they are able to state how old they will be on their next birthday. Children have opportunities to sort shapes by colour and size and can name several two dimensional shapes with ease.

The majority of staff build sound relationships with the children, supporting the settling in process. However, in the last few months there have been staffing shortages and this has impacted on the effectiveness of the key person system. Some staff lack enthusiasm and motivation and fail to interact effectively with the children. As a result, children's next steps in their learning are not always identified and used to inform the planning. Children behave well and understand the rules of the nursery. The majority of the children take turns well, for example, sitting patiently for their turn to throw the ball at the skittles. Staff provide praise to the children for good behaviour and consequently children play well. Children are able to begin to develop personal independence as they wash their own hands and begin to pour their drinks at snack time.

Children are able to learn about healthy lifestyles because staff have an appropriate knowledge about promoting children's health. For example, free flow play to outdoors is offered daily, enabling children to benefit from fresh air and active play. Younger children have some outdoor play as well as opportunities for larger physical play indoors. Children have a balanced diet for their meals, including fresh fruit for snack time. However, choices are limited and children are not fully involved in the preparation of the fruit to support their learning. Children access drinking water at all times during the day to enable them to meet their own needs. The younger children are offered their water bottles and daily milk when required. Hygiene routines are effective within the nursery such as children washing hands before eating and after using the toilet. Staff follow appropriate hygiene routines when nappy changing, providing good role models and supporting children's well-being.

Children are safe and secure within the nursery because staff have a sound understanding of safety issues within the environment. For example, very young children are always closely supervised, especially when learning to become mobile. Children learn about staying safe in the sun. Staff apply sun cream and provide adequate shade from the sun for the children, enabling them to play safely outside in warmer weather. Daily risk assessments are carried out both indoors and outdoors to maintain a safe environment. In addition, a safe procedure for the arrival and collection of the children promotes their safety. Children play with resources provided by the staff both indoors and outdoors. The toys and resources are age appropriate depending on the room the children are in. However, staff do not always review the environment and ensure that all areas of learning are being addressed. Consequently, on some occasions children do not find activities that meet their interests or particular needs, and this impacts on their learning and prevents them from being fully independent in their decisions.

Staff are aware of the importance of preparing children for the next stage in their learning. For example, an area within the nursery is used to provide more structured activities such as writing practise and number work in readiness for school. Children are encouraged to become independent in their personal care, using the toilet and washing their hands, for example. They develop their listening skills and concentration through some adult-led activities and develop friendships with their peers.

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

The inspection was carried out as a result of concerns received in June 2014. Concerns related to requirements for staff ratios, records and the key person system. The nursery has a team of staff that are in the leadership and management role, with an overall manager for the three settings. The overall manager ensures that all processes and procedures are implemented effectively amongst the nurseries. Individual managers monitor their team and evaluate their practice. However, the nursery has experienced extensive staff changes and staff shortages over the past few months that has impacted on the effectiveness of the nursery. For example, ineffective monitoring of the provision has resulted in children's assessment files being out of date because staff have not had the opportunity to keep them updated. Although the majority of staff know their key children, the disruption to staff roles has meant that planning for children's next steps in learning has not consistently met individual children's needs. A self-evaluation has been carried out but has not been updated over recent months to reflect the changes in place. The nursery action plan to identify improvements needed has not been updated as a result.

All staff have a secure knowledge of safeguarding procedures. They have all seen the policy and implement it effectively, protecting children's well-being. All staff attend training and this is updated on a regular basis. Staff are aware of the whistle blowing policy and do not use mobile phone within the setting. They are confident with the procedures to follow should they have any concerns about children in their care, and where to access the relevant contact details and information. There are robust procedures in place for the recruitment of staff to ensure they are suitable to work with children. Ongoing suitability checks are carried out alongside regular supervisions and appraisals to provide a safe, secure workforce. Staff all hold early years qualifications and are encouraged to attend regular training courses throughout the year, both in-house, externally and e-learning courses, promoting continuous professional development. Risk assessments and daily checks are carried out for all areas of the nursery, and reviewed regularly.

The management and staff understand the importance of working with parents and implement a thorough settling-in procedure. Parents complete an initial form with key person providing relevant information about their child, so that staff know children's starting points. The key person then carries out regular observations and summative assessments that parents can comment and contribute to. Information about daily routines, food and sleep is shared with parents of younger children, keeping them well informed. However, opportunities to share children's learning journals are currently ineffective due to outdated information. Policies and procedures together with notice boards with useful information provided keep parents aware of the role and responsibilities of the nursery. Partnership with outside agencies is secure. Staff liaise with local schools where children move onto to share information, to ease the transition from one establishment to another. In addition, if children receive care from outside professionals staff are confident in using information from these professionals to provide targeted support for individual children.

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	EY240402
Local authority	Lambeth
Inspection number	978676
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	52
Name of provider	King's Healthcare NHS Trust
Date of previous inspection	28/08/2009
Telephone number	0203 299 3472

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

