

# KLYWORLD EARLY YEAR'S CENTRE

Groundsmans Bungalow, Park Place, London, W3 8JY

## Inspection date

14/07/2014

Previous inspection date

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

- Staff provide children with a good range of interesting, well-planned activities and play opportunities that reflect their individual interests and learning styles, so they are well motivated to learn.
- Staff build good relationships with children, which help children settle and feel secure, so they are ready to learn. Staff involve themselves actively in children's play following their lead and praising their achievements, which promotes progress.
- The management team use self-evaluation effectively to monitor staff practice, and identify where improvements or development are needed. They then make positive changes, which improve the provision for the benefit of the children.
- The use of different spoken and written languages and simple signing, helps children's understanding of different ways to communicate, and encourages children to participate well.

### It is not yet outstanding because

- Staff do not consider how the space for younger children under two years can best be organised to provide a highly stimulating environment that encourages children to help themselves to resources to initiate their own play.
- The quality of teaching is not of a consistently very high quality because staff do not

always take opportunities to promote children's interests and extend learning, particularly in the outdoor area.

### **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector observed staff and children engaged in activities.
- The inspector held discussions with the provider and manager, and talked with staff, some parents and children.
- The inspector sampled some policies, documentation and children's information and development records.
- The inspector undertook joint observations with the provider and manager.

### **Inspector**

Jane Nelson

## Full report

### Information about the setting

KLYWorld Early Years Centre registered in 2014 and is privately owned. The centre operates from a recently refurbished building situated in the grounds of Acton Sports Centre, Acton in the London Borough of Hounslow.

The centre consists of two playrooms, an office, kitchen and reception area, with toilet and wash facilities available. There are two enclosed garden areas for outside play. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 8am to 6pm on weekdays only, for 51 weeks of the year. It is closed for a week at Christmas and all bank holidays.

There is currently a staff team of three. The manager has a relevant early years qualification at level 4. The provider, who works in the centre, is currently unqualified. A further staff member holds a relevant qualification at level 3. There are currently eight children on roll in the early years age group. The centre receives funding to provide free early education for children aged two, three and four years.

### What the setting needs to do to improve further

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

- review how space is organised to meet the needs of younger children under the age of two years in order to provide a highly stimulating environment that encourages their independence and choices
- raise the quality of teaching to be of a consistently very high standard by responding to children's individual interests as they play, particularly when outside, so their learning is extended and interest sustained.

## Inspection judgements

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

Children benefit from the bright, interesting and stimulating nursery environment planned by staff. Staff use their knowledge and assessment of individual children's interests, developmental stages and personalities to plan a good range of learning and play opportunities for them. Staff understand how to implement the progress check for children aged two years, when relevant. They share encouraging, caring and affectionate interaction with children, helping them build confidence, form friendships and enjoy their time at nursery. The quality of teaching is good. As a result, children make good progress in their learning and development, given their capabilities on entry. Staff help children

acquire a range of skills, such as listening and forming relationships. These are useful skills for the children's next stage of their learning, such as the move to school.

Well-planned play experiences, coupled with resources that reflect children's individual interests, result in children being excited and animated in their play. For example, older children's interest in superheroes is used as a focus for discussion about the colours in the clothes the character's wear and noises they make. Children identify and name the colours saying, 'red, green and purple'. Children's observations of how superheroes look are reflected in their recognisable creative paintings. Staff record a caption of what children say about their paintings, modelling writing so children learn print has a purpose. These paintings provide a useful point for discussion with children, as well as an illustrative example of what children are learning for parents. Such activities show children that staff value their achievements, which boosts their self-confidence in readiness for the eventual move to school.

Staff develop children's coordination skills well through active play experiences. Staff provide them with an activity with dried rice and a range of toy dumper lorries which they know relates to children's current interest in vehicles, so captivates their attention. This means that children spend time at the activity and concentrate well as they fill and empty the dumper trucks. They feel the rice with their fingers and pick it up carefully, so developing their coordination skills.. Staff plan the environment so that older children particularly make independent choices and extend activities themselves. For example, here children found a larger dumper truck and staff asked a pertinent question, 'Do you think it will fit?', thus encouraging children to think for themselves.

Staff help children to learn through practical explorative play. For example, they provide children with magnetic toys. Children line some toy train carriages up on the floor and hold two carriages a little way apart. They observe that the magnetic connectors draw the train carriages together. This aids children's basic understanding of how things work. Staff encourage children to explore water and sand when in the garden by mixing these together. Children enjoy using their hands to splash water from the water play tray on the ground, observing the marks the water makes. However staff do not capitalise on this exploration by providing a other resources, such as domestic paint brushes of different sizes and water containers, to extend learning. This shows that the quality of teaching is not of a consistently high quality. .

Staff involve themselves well in children's play, talking, asking questions and supporting children's learning. They promote communication and language development positively for all children, including those learning English as an additional language. For example, some bilingual staff use words and descriptions of what children are doing in their first languages, and staff use simple signing, such as during singing activities. These actions help children build their confidence in speaking in their first languages, in addition to being articulate English speakers.

Children form good bonds with staff and demonstrate they feel happy, secure and safe in the nursery. Owing to the low numbers of children currently attending and the good settling in process, children receive close one-to-one attention from staff. This helps children build confidence when in a new environment, so they are happy to play. The relationships children form with staff and their friends, help them develop emotionally. This means children become confident and adapt to changes, such as moving to a new part of the nursery or school.

Staff make clear their expectations for behaviour. Children behave well as a result. They are busy, active and show concentration during activities and as they play. Staff recognise that sharing can sometimes be a challenge for children and place emphasis on teaching children to take turns and to speak kindly to each other. Staff praise children's achievements and kind behaviour which builds children's self-esteem.

Staff teach children to put toys and equipment away when they have finished playing, which helps them learn about their own and each other's safety. They are familiar with the nursery routine, finding their own pegs to hang their bags when they arrive and finding their own placemats at lunch time. Children follow good hygiene procedures such as washing hands after the toilet and before eating. This teaching all helps children develop personal independence and an awareness of their own health and hygiene needs. However, staff miss some opportunities to help the younger children become independent learners. This is because they tend to set out toys and resources for them, rather than creating a highly stimulating environment with child-accessible resources from which they help themselves. This means these youngest ones are not prepared as well as possible for the next stage in their learning.

Staff provide children with good daily opportunities for outdoor play and exercise. Children use their physical skills with increasing confidence. Staff are on hand to help children acquire new physical skills when needed, such as balancing on stilts.. Staff walk with the children, holding them to help their balance. Children quickly understand the concept, and persist with balancing on the stilts working on their own. They achieve this, walking unaided on the stilts and make a 'rrrrr' dinosaur noise as they walk. This builds children's self-esteem and encourages them to experiment and try new physical skills. Staff provide children with a balanced diet and are reminded by staff to help themselves to frequent drinks. This all encourages children's physical development, their enjoyment of being outside and general wellbeing, so they develop healthy lifestyles.

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

The provider meets the safeguarding and welfare requirements well. The provider makes sure that all staff understand their responsibilities relating to safeguarding and child protection. All understand issues that may raise concerns about children's welfare and the procedures to follow if concerns arise, or they need to use the whistleblowing procedure. Staff are made aware of their responsibilities for safeguarding when they first start at the nursery, through a good induction process. The provider understands her

responsibilities, and those she delegates to the manager, so all understand how to meet legal requirements and where individual responsibility lies. There are effective recruitment procedures to establish staff's suitability to work with children and staff understand they cannot be left alone with children until the vetting process is completed satisfactorily. All these procedures help protect children well.

The manager, provider and member of staff work together well as a team and are focusing on building good relationships with children and parents, and settling children into a new environment. They create a welcoming atmosphere, and set out the environment attractively to interest and engage the children. However, the environment for the youngest children is not set out as thoughtfully as possible to promote individual learning.

Staff supervise children closely, moving with them to wherever they are playing. Risk assessments are used effectively to monitor the premises are safe, secure and identify any potential hazards. Overall space is used well to enable children to play, eat and rest comfortably and safely. There is a good range of resources and play materials. These are easily accessible to the older children and labelled with pictures and words. This approach encourages children to make choices, be independent learners, and to replace toys and equipment when they have finished playing.

The manager uses her experience, discussion with the provider and help from local authority staff to reflect on, and assess how the nursery is developing, and where to find additional support for children if needed. This effective use of self-evaluation, includes discussion with children and parents, and has already led to the need for some changes being identified with improvements made. For example, a discussion with children about exercise and some exercise routines parents do at home, has led to staff introducing a regular 'keep fit' weekly physical movement session with the children. The nursery is in the process of introducing 'talking, listening and thinking books' for children to draw what they like doing, or staff to discuss and record with children what they like doing and enjoy to help focus planning. The outside area is currently being developed to include all areas of learning, which the inside environment already does.

An appraisal system is in place to help staff develop and progress, and staff have useful individual discussions with the manager. These have already led to staff identifying some training they wish to attend. The provider is currently attending a childcare course to develop her skills and knowledge in working with the children, alongside her current role of overseeing the marketing and business side of the nursery. This all indicates an clear ability to drive improvement.

Effective systems are in place to observe and monitor children's development and progress. These are used by staff together with information provided by parents to establish what children can do when they first come to nursery. Staff then plan and provide activities linked to children's individual interests and stage of development. They observe children identify their next stages of development accurately, and what they can do to help children progress. These will contribute to ongoing assessment over time, including the required progress check for two-year-old children, as children approach this age range.

Staff build good relationships with parents and those spoken to feel information is shared well with them. They refer to the home/nursery books keeping them up-to-date with daily information, staff texting them information as needed, and daily discussions with staff, all of which they find helpful. Partnerships with local schools are evolving. This is an area the manager plans to develop.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

<b>Unique reference number</b>	EY472793
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	952970
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Lingyi Kong
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07557520579

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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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