

# KING DAVID NURSERY/PRE-SCHOOL (ELM ROAD)

Slade Green Christian Fellowship Church, Elm Road, ERITH, Kent, DA8 2NW

<b>Inspection date</b>	18/09/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
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

- The manager understands her roles and responsibilities in meeting the safeguarding and welfare requirements, which promotes children's safety.
- Children are happy and feel safe as they form warm and caring relationships with staff. This supports their emotional well-being.
- Staff develop secure partnerships with parents. This contributes to a consistent approach to supporting children's well-being.

### It is not yet good because

- Staff have not implemented the required progress check to assess children's development between the ages of two and three, which is a breach of requirements.
- The quality of teaching is variable. Staff interactions with children are not always effective. In addition, children have few opportunities to select resources to initiate their own play and learning independently, which hinders children's learning.
- Children who are learning English as an additional language do not always have opportunities to use their home language in their play.

## 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 play, activities and interactions with staff.
- The inspector viewed the areas of the premises used by the nursery and the garden.
- The inspector viewed planning documentation, a range of other documentation, including safeguarding procedures and children's developmental records.
- The inspector spoke with the manager, staff and parents at appropriate times during the inspection.

## Inspector

Nicola Jones

## Full report

### Information about the setting

King David Nursery/Preschool (Elm Road) registered in 2014 on the Early Years Register. It operates from a renovated community hall in Slade Green, Kent. There is one large hall for play activities, which can be divided off to make two separate rooms, another room for small group work, a kitchen area for the preparation of snacks, a meeting room and an office. There are two enclosed outdoor areas for outdoor play activities. The setting is close to local shops, a school and has good transport links. The nursery operates Monday to Friday for 38 weeks of the year from 9am to 12 noon. It supports children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs three staff including a manager to work with the children. Of these, two staff hold recognised early years qualifications, the manager holds a level 3 qualification and the deputy manager holds Early Years Professional Status.

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

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

- implement written progress checks for children between the ages of two and three years of age that summarise their progress, identify their level of development and any areas that may require specific support.

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

- promote children's home languages in their play to help extend their communication skills and maximise their learning
- give children greater opportunities to select toys and resources to develop their independence and initiate their own play and learning
- ensure all staff provide good levels of challenge to help children make progress across all areas of learning.

### Inspection judgements

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

Staff have a secure understanding of the areas of learning. The observation and assessment systems show children are making appropriate progress towards the early

learning goals in line with their starting points and capabilities. Staff complete regular observations which are then evaluated to identify suitably children's next steps to support the children's learning and development. They plan play activities to meet the children's interests. However, there are limited resources for children to select for themselves to promote their independence and to challenge and extend their own learning. This means children are not fully encouraged to become independent learners.

Parents complete a registration document as their child starts at the nursery with information about their individual needs and starting points. This supports staff in developing their understanding of children's individual needs and helps them to plan activities at an appropriate level for each child. However, there is no system to summarise children's progress between the ages of two and three years of age, which is a breach of requirements. Staff do not track children's progress on a regular basis to assess their achievements. This means staff are unable to identify if children are making good progress over a period of time. Within the children's development files, there are no written assessments to summarise their progress and any areas for development. As a result, staff do not share any written assessments with parents regarding the children's progress as required for the progress checks for children aged two to three years of age.

Staff demonstrate they are aware of taking appropriate steps where necessary if they have concerns about children's learning and development. They seek further support and advice, which helps children to receive appropriate support to promote their progress. Children who are learning English as an additional language are included in activities. However, staff do not encourage the use of children's home languages during play or display words in these languages in the environment. This does not fully value children's home languages or support fully their communication skills.

Staff teach children early mathematical and literacy skills, which suitably supports the development of their skills for the future. They introduce children to counting at circle time. For example, children are encouraged to count up to ten and recognise written numbers. Children enjoy listening to stories and turning the pages, showing a sound understanding of the use of books. They join in at story time with familiar words and phrases. This appropriately supports their developing language skills.

Children use their imaginations in the role-play train station. They develop their communication and language skills through make-believe play with other children and staff. Children use their early writing skills for a purpose and their physical skills when creating train tickets. However, sometimes staff do not maximise children's learning. For instance, they do not always ask questions in a way that encourages children to explore their own ideas or which tests their knowledge and understanding. As a result, this does not always effectively extend children's thinking and problem-solving skills.

Parents are suitably involved in their child's learning. Staff keep them informed of activities their children have taken part in, such as through daily discussions. These informal discussions help to keep parents aware of their child's involvement and daily play experiences. As a result, they develop a suitable understanding about their children's interests, which they can then support at home.

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

Children are happy and settled in the nursery. They quickly begin to play and explore on arrival. Staff provide good levels of comfort and support to new children which helps them to feel safe and secure in a new environment. Consequently, all children develop a strong sense of belonging in this welcoming environment. Children move smoothly between home and the nursery because staff share information with parents well. Children's key persons listen carefully to parents' information about what their child likes and dislikes. As a result, they can plan for children's needs effectively when they start. Children behave well and develop friendships with other children. They listen carefully and follow directions from staff. This is good preparation for the next stage in learning and as they move onto school.

Staff set out activities, toys and resources indoors and outside that cover all areas of learning. Staff complete regular risk assessments to provide a secure learning environment that promotes children's safety indoors and outdoors. Children take part in regular fire drills so they learn how to keep safe in an emergency. Children's safety is given a high priority while visitors are present as management and staff supervise and accompany them at all times.

Children develop a good understanding of a healthy lifestyle as they enjoy their healthy snacks. They are developing independence as they wash their hands before snack time. Children have the opportunity to take part in activities that support their physical development well. Throughout the session, children make their own choices of where to play and move between the indoor and outdoor areas. This means children are active and they enjoy a range of activities that are provided to support their physical development. For instance, staff support the children well indoors on the climbing frame. They teach the children how to keep themselves safe and take controlled risks, such as climbing up the steps, and balancing at the top of the climbing frame.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures, and are aware of their responsibilities. They know how to report and record concerns, and they have attended relevant training. Suitable vetting and recruitment procedures are used to check that all adults working with children are suitable to do so. The nursery adheres to regulatory ratios and staff supervise children appropriately to meet their needs and to promote safety. Children are protected in the event of an accident because all staff hold current paediatric first-aid certificates. Children play in a secure, safe environment, where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Overall, the manager and staff demonstrate an appropriate knowledge of the learning and development requirements. However, there is a lack of understanding regarding their responsibilities to carry out progress checks for children aged two to three years of age. This is a breach of requirements. The quality of teaching varies and not all groups of children are supported fully through their interactions with staff, including those who are learning English as an additional language. This hinders children's learning and development progress.

Most staff hold relevant childcare qualifications and are keen to update their professional development. The manager monitors staff performance, through working alongside staff and more formally through regular supervisions. However, although the manager identifies and addresses some areas of staff practice, she does not identify all areas which require improvement. As a result, there are some inconsistencies in supporting staff to develop and improve the quality of teaching to benefit children further. This means that the self-evaluation is not fully rigorous to drive improvement consistently. Staff and parents' feedback is sought as part of the self-evaluation process, showing that there are appropriate measures to gain their views and opinions.

Staff work closely with outside agencies, parents and other early years settings to promote children's individual needs. For example, they have links with the children's centre and work with the staff and the children's parents to support children's identified needs.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY475593
<b>Local authority</b>	Bexley
<b>Inspection number</b>	956742
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	10
<b>Name of provider</b>	King David Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07943807398

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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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