

Norbiton Childrens Centre

Norbiton Childrens Centre, Dickerage Lane, New Malden, Surrey, KT3 3RZ



Inspection date	11 October 2017
Previous inspection date	13 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff support children's emotional development extremely well and form positive relationships with children. For example, babies leap towards their key person and give them cuddles. Staff provide nurturing interactions with their key children, for instance, they enjoy giggling and laughing together.
- Leaders have implemented effective monitoring systems and track children's learning to show continual progress over time. All staff use this information to successfully inform their practice and to evaluate the quality of the nursery provision and the activities they offer.
- Staff provide a wide range of exciting activities for children. For instance, babies enjoy stacking blocks and waiting for them to fall, and watching lights in clear tubes change colour. Staff are adaptable and change activities throughout the session to provide new stimulation to them. Children receive encouragement to develop confidence and explore new things, such as textures.
- Staff effectively support children to gain the basic skills they need for their future learning. For example, children develop their independence skills and take responsibility for their own hygiene needs.

It is not yet outstanding because:

- Staff sometimes miss opportunities to use their questioning skills to encourage children to develop their speech and language skills as much as possible.
- Staff do not consistently help children link letters and sounds together, or provide clear pronunciations for words, to support their early literacy skills further.

What the setting needs to do to improve further

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

- enhance questioning techniques to help ensure that children have consistent opportunities to extend their language as much as possible
- develop how staff support children to build on their understanding of letters and sounds to further improve their early literacy skills.

Inspection activities

- The inspector carried out a joint observation with a member of the leadership team and observed the quality of teaching, and interactions with children.
- The inspector spoke to staff and held a meeting with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector sampled documentation, including staff and children's records, policies and procedures, and evidence of staff suitability to work with children.
- The inspector observed and interacted with the children in the inside environment.

Inspector

Kayleigh Fletcher

Inspection findings

Effectiveness of the leadership and management is good

Leaders implement effective systems to help ensure that children are kept safe. They follow robust systems to help ensure that staff are suitable to work with children. Staff are confident at identifying the signs and symptoms which would cause concern about a child's welfare. Leaders monitor accidents which occur to help highlight potential hazards and minimise risks to children. Safeguarding is effective. Leaders are committed to the professional development of staff. For example, staff have recently attended training specific to children aged two years, which has had a positive impact in supporting staff to provide more appropriate activities for them. Staff liaise with other professionals and other settings children attend to provide a consistent approach to children's learning.

Quality of teaching, learning and assessment is good

Staff liaise effectively with parents about children's learning and involve them well. For example, parents complete a 'story' about their children's progress for their learning diary and provide photographs for the 'family' board. Staff gain information about children's learning at home well, such as by asking parents to write observations of their children on 'apples' which are then displayed on the 'apple tree'. Staff communicate well with children and consistently join in with their play. Children enjoy completing puzzles or making music with staff. Staff provide opportunities for children to learn about the world around them. For instance, children see different languages on display and read books about festivals such as Diwali. Staff give children additional responsibilities, for example, children help staff feed the nursery fish.

Personal development, behaviour and welfare are outstanding

Staff meet children's individual care needs extremely well and are vigilant to follow good hygiene practices. Staff make the most of all opportunities to promote children's learning. For example, staff laugh and sing to babies during nappy changes and discuss food portion sizes with older children at mealtimes. Children behave exceptionally well. They help each other, and play and interact maturely together. Children develop an excellent understanding of how to share and take turns, especially when in small or large groups. The key-person system is highly effective and staff know children exceptionally well. Staff support children to be curious and imaginative as well as developing extremely good concentration and listening skills. Staff provide a warm and stimulating environment and children thrive in the care of the staff.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points and are well prepared for the next stages in their learning. Children are confident, happy and motivated learners. Babies develop confidence to explore new activities, away from their key person. Overall, children gain the skills they need for their future learning. For example, they can recognise their own name and understand the language of size.

Setting details

Unique reference number	EY375568
Local authority	Kingston upon Thames
Inspection number	1068885
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	17
Number of children on roll	29
Name of registered person	Royal Borough of Kingston upon Thames /Achieving for Children
Registered person unique reference number	RP521917
Date of previous inspection	13 March 2014
Telephone number	02089 496 065

Norbiton Childrens Centre registered in 2008. The nursery operates from King's Oak Primary School, in New Malden, Surrey. It is open from 8am to 6pm from Monday to Friday for 51 weeks of the year. The nursery is in receipt of early education funding for children aged two, three and four years. The setting employs five members of staff, four of whom hold appropriate early years qualifications at level 3 or above.

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