

# Katey's Nursery & Pre-school



Kew & Ham Sports Association, Ham Playing Fields, Riverside Drive, Richmond, Surrey, TW10 7RX

<b>Inspection date</b>	31 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The provider works extremely well with the manager to help lead their well-qualified team. They are excellent role models and motivate staff adeptly to enthuse and engage children to learn.
- The management team actively supports staff's professional development. For example, staff attended training that significantly improved their knowledge of how to support children who have special educational needs more effectively. Staff work very closely with other professionals to find appropriate and rapid support for children.
- Children behave remarkably well. They are extremely polite and play harmoniously together. For example, during an outdoor activity a child asked their friends, 'Excuse me, is it okay to add some water?' to show respect for others and their views.
- The management team and staff engage parents very successfully to support children's learning in the nursery and at home. Parents are extremely keen to share their views of the service they and their children receive. They report about the highly stimulating environment and find staff very informative and approachable.
- Staff have a deep understanding of how children learn and develop. They use their superb skills to provide rich and varied learning experiences. Children develop many skills as they explore, investigate and solve problems with great confidence. Children make rapid and sustained progress from their starting points.

## What the setting needs to do to improve further

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

- revise the organisation of group times for younger children, to enable them to consistently sustain high levels of concentration.

### Inspection activities

- The inspector read the evaluation form and discussed with the management team how it evaluates the provision and targets areas for improvement.
- The inspector carried out two joint observations with the nursery manager and discussed children's play, learning and progress with her.
- The inspector observed the quality of teaching during indoor and outdoor activities, and spoke to staff and children at appropriate times.
- The inspector spoke to parents to obtain their views and read written feedback from them.
- The inspector examined a sample of documentation, including safeguarding procedures, risk assessment records and staff's suitability checks.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The management team and staff discuss safeguarding issues regularly to ensure they have a very secure understanding of their role to protect children. They are extremely confident in identifying concerns and how to report them to help keep children safe. The management team follows rigorous recruitment procedures to ensure staff's suitability. It provides them with excellent training opportunities and individual support to raise the already high standards of care and teaching. The management team evaluates all aspects of its work and is quick to put in place any new ideas to benefit children. For example, following feedback from parents, it has reviewed the menus to provide children with a much wider range of healthy food options.

### Quality of teaching, learning and assessment is outstanding

The manager and staff observe and assess the progress of individuals and groups of children accurately. They are particularly skilful at using collected information to build on and extend what children enjoy and can do. For example, following children's interests, staff organised a treasure hunt to challenge their thinking and exploratory skills. Older children were highly motivated to look for items related to the story they had read. Others tested and improved their superb fine-motor skills, such as when they mixed the 'magic jelly potion'. Children had lots of fun sharing their ideas which increased their creativity and understanding of the world. Staff who work with younger children are equally very skilful at supporting children's learning. For instance, they develop children's language and listening skills continuously by introducing new ideas and engaging them in age-appropriate conversations. Children learn to count, and the older ones solve simple addition and subtraction problems with great success. The manager recognises the need to review group times for younger children to ensure even greater learning for them.

### Personal development, behaviour and welfare are outstanding

Staff deploy themselves effectively to help keep children safe and very emotionally secure. They have superb relationships with children and are highly responsive to their needs. For instance, when staff observed that younger children had lots of fun playing with balloons, they continued with the activity outside to build on children's enjoyment. Children jumped with excitement as they set challenges for themselves. Staff support children's social and physical well-being very successfully. For example, children showed impressive skills as they balanced, crawled, climbed and jumped during play.

### Outcomes for children are outstanding

All children gain superb skills for their future learning, including their move to school. They are exceptionally independent. Even the very young ones develop an excellent awareness of how to manage age-appropriate risks. For instance, during play they took responsibility for their own safety and reminded themselves 'this is only pretend'. Older children thrive and they test and experiment with rhyming words and sounds, developing their early literacy skills with competence. Children are highly confident and show they are extremely happy and have very positive attitudes to learning.

## Setting details

<b>Unique reference number</b>	EY493675
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	1028976
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Katey's House Limited
<b>Registered person unique reference number</b>	RP900995
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 940 5877

Katey's Nursery & Pre-school registered in 2015. It operates from a sports building in Ham in the London Borough of Richmond upon Thames. It offers its service from 7.45am to 6pm on Monday to Friday, for 48 weeks of the year. The nursery employs 11 members of staff, including the provider. Of these, four staff members hold qualified teacher status and four hold early years qualifications from level 3 to level 6. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

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