

Inspection of Kingswood Daycare Nursery

Kingswood House, 31-39 Miles Road, MITCHAM, Surrey CR4 3DA

Inspection date: 13 April 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and confident as they come into the nursery and seem eager to start their day. They have close, warm bonds with staff who are very kind and caring. For instance, staff quickly comfort babies who are new to the setting and sing to soothe them. Children show that they feel safe and secure as they play and explore with confidence.

Children have access to an environment that is well thought out, and the resources on offer are inviting. They display high levels of curiosity and engagement and show a positive attitude towards learning. Babies develop their gross motor skills during imaginative play. Toddlers build on their language skills as they answer simple questions at story time, and older children talk about life cycles and the world around them as they play. All children make good progress from their starting points.

Children behave very well. Staff regularly talk to children about what is going to happen next and give them countdowns before transitions. This helps children settle quickly. During animated conversations with their friends, children learn how to share and take turns. Staff ask them, 'what can we do to share?' When children find it difficult to express their emotions, staff talk to them calmly and spend time playing with them.

What does the early years setting do well and what does it need to do better?

- Leaders and staff have a good understanding of what they want children to learn. They know how to sequence the curriculum so that children are ready for the next stage of learning. For example, babies learn how to throw and roll large balls and older children learn how use bats to hit balls to one another as they play.
- There are times during adult-led activities, when children do not have opportunities to share their ideas. For instance, during an exploration activity, some children do not have the opportunity to share their ideas about the resources available and adults later take the lead in their imaginative play. On these occasions, children do not fully benefit from the education opportunities available to them.
- Children with special educational needs and/or disabilities are very well supported. Staff work closely with other professionals to help children and their families. They provide children with tailored support as they play and learn. Staff focus on children completing short activities independently and use visual prompts to help build children's understanding of daily routines.
- Children make good progress in their communication and language skills. Staff provide a narrative for children as they play, they introduce new language, such

as 'paw' and 'ewe' during story time, and use sign language for children who find it difficult to understand some of the routines. Staff also learn words in children's home language to support their language development. Children at the setting are confident communicators. For instance, older babies say 'I need help' when they want assistance from adults.

- Staff support children to develop their self-help skills. For example, they select children to hand out cups at mealtimes. Children are eager to help staff and happily give their friends cups that match the colour of their place mats. Babies serve up their own snack and peel small sections of banana, and toddlers use a variety of strategies to put their coats on. This all supports the progress children make in this area.
- Partnerships with parents are very positive. Parents describe the setting as a 'home away from home' and say that staff are 'devoted' to their children. The setting keeps parents up to date regularly about their child's progress through conversations and an online application. Parents have termly meetings and staff involve them in setting targets for children.
- Leaders are committed to offering high-quality care and learning experiences for all children. They are very reflective and have plans in place that would help children have more opportunities to take the lead in their own learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders put in place safe recruitment processes to ensure that staff are suitable to work with children. They ensure that these measures continue when they regularly check their ongoing suitability. Leaders and staff have good safeguarding knowledge and understand the reporting procedures for any concerns about a child or adult. This includes wider knowledge relating to the risks of radicalisation and county lines. The staff complete regular checks on the premises to ensure they are safe. Sleeping children are monitored every ten minutes. This ensures children continue to be kept safe.

What does the setting need to do to improve?

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

- consider the organisation of activities so that children have more consistent opportunities to lead their learning and share their ideas, so that they benefit fully from all the educational activities available to them.

Setting details

Unique reference number	EY450932
Local authority	Merton
Inspection number	10280779
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	67
Number of children on roll	49
Name of registered person	Kingswood Daycare Nursery Limited
Registered person unique reference number	RP531345
Telephone number	02086870100
Date of previous inspection	27 September 2017

Information about this early years setting

Kingswood Daycare Nursery registered in 2012. It is located in the London Borough of Merton. The nursery is open each weekday from 7.30am until 6pm, for most of the year. The nursery employs 18 members of staff. Of these, 16 hold a relevant childcare qualification, including one member of staff who has a qualification at level 6. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jacquie Brown

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views on the setting with the inspector.
- The manager and the inspector carried out a joint observation of an activity with the older children.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working at the setting.

We carried out this inspection 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.

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