

Inspection of Katey's Nursery & Pre-school

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

Inspection date: 25 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this friendly and welcoming setting. They share warm and nurturing relationships with staff, which helps them to feel safe and secure. Staff have high expectations for children. They respond to their individual interests, to engage them successfully in learning. For example, staff recognise children's fascination for the snails they find in the forest. They allow children to bring snails into the setting, to observe further. Staff provide a wide range of materials, to help children express their ideas about snails. Children eagerly practise skills, such as cutting and painting, as they produce wonderfully imaginative models and paintings.

Children's learning is enhanced considerably by the opportunities for outdoor play. The extensive grounds surrounding the setting are used all year round, to develop children's curiosity about the world and instil a love of nature. Children have excellent opportunities to explore, discover and take risks within a safe environment. For example, toddlers confidently negotiate their way across a field and through woodland, taking the uneven surfaces and any obstacles in their stride. They learn to handle small creatures gently and carefully avoid thorns as they pick blackberries. These experiences help children to build superb physical skills. This is reflected in their confident use of mark-making resources, as they draw, paint and learn how to write.

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

- The manager and the owner have a strong vision for the setting and are committed to providing all children with a happy and positive start to their education. This includes effective support for children with special educational needs and/or disabilities. Therefore, no child gets left behind in their learning.
- The manager and staff use every opportunity to engage with parents. For example, staff provide books and learning packs for parents to share at home with their children. They organise events such as a Christmas disco and a graduation ceremony for children moving on to school. This helps parents feel welcomed and included.
- Parents describe the setting as a friendly and supportive community. They say staff are genuinely attentive and caring. Therefore, they are confident to leave their children because they know they are happy and safe.
- Staff celebrate the children's diverse backgrounds and languages through their displays, activities and special events. This adds to children's sense of belonging and helps them to understand their differences.
- The setting has forged links with a school in Africa. This provides many meaningful ways for children to learn about the world and begin to empathise with other people and communities. Children learn about the experiences of the

children who attend the school, and find out about the food, environments and animals within the country.

- Staff say that they feel valued and describe the setting as 'a family'. They have regular supervision, alongside many opportunities to develop their professional skills. For instance, staff learn strategies such as simple sign language, to further support children who are still developing their speech.
- Children are inspired to learn by the wide range of resources provided. Older children are highly imaginative and resourceful as they engage with natural materials. For instance, they create a pretend ice-cream shop in their sand tray. Children add leaves and petals, to represent various flavours and toppings. They interact cooperatively and display excellent communication skills during their role play.
- Staff describe children's individual traits with genuine fondness and enthusiasm. They monitor their development closely and know what they want them to learn next. However, occasionally during adult-led activities, staff focus on too many learning intentions at one time. Therefore, they do not provide specific and effective support for children's individual learning.
- Staff provide consistent reminders, to help children understand the 'golden rules' within the setting. Therefore, children learn about expectations such as being kind to others. They listen to staff and follow instructions to use their 'listening ears' and 'walking feet'. However, staff do not always ensure that children understand the consequences of their actions, to help them begin to regulate their behaviour independently.
- Staff successfully promote children's interest in healthy lifestyles. For instance, children enjoy nutritious and balanced meals and engage in lively conversations with staff about healthy eating and oral hygiene. They grow and harvest vegetables in their garden and learn how to cook healthy dishes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders implement robust recruitment and induction systems, to help ensure that staff are suitable for their roles. They ensure that all staff are familiar with safeguarding procedures and update their training regularly. Staff know how to identify the potential signs of child abuse and to recognise situations where children may be at risk from harm. They understand the procedures to follow if they are concerned about children's safety or the practice of a member of the team. Staff effectively assess risks and follow the setting's procedures, to help safeguard children in the setting and when on outings.

What does the setting need to do to improve?

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

- develop further staff's understanding of how to implement the curriculum and children's next-steps in learning through their adult-led activities
- help staff to be fairer and more consistent when managing children's behaviour, to support children in understanding consequences and learning to self-regulate.

Setting details

Unique reference number	EY493675
Local authority	Richmond Upon Thames
Inspection number	10286098
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	48
Number of children on roll	48
Name of registered person	Katey's House Limited
Registered person unique reference number	RP900995
Telephone number	0208 940 5877
Date of previous inspection	31 October 2017

Information about this early years setting

Katey's Nursery & Pre-school registered in 2015. It is located in Ham in the London Borough of Richmond upon Thames. The nursery operates Monday to Friday throughout most of the year. Sessions generally run between 8am and 6pm. However, flexible hours, such as a 7.45am start, are also available. The nursery employs 16 members of staff. Of these, nine staff members have childcare qualifications, two staff hold qualified teacher status and others have qualifications from level 2 to level 6. The nursery offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager showed the inspector around the premises, she discussed the curriculum and how they organise the provision.
- The inspector observed a range of learning experiences, to evaluate the quality of education and the impact on children's learning. This includes a joint observation with the manager.
- The manager and owner met with the inspector to discuss issues, such as staff recruitment and training. They ensured that relevant documents were available for the inspector to view.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences of 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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