

# Kentwood Nursery

Inspection report for early years provision

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**Unique reference number** EY102389  
**Inspection date** 07/07/2010  
**Inspector** Pamela Bailey

**Setting address** Bromley Adult Education College, Kentwood Centre,  
Kingsdale Road, LONDON, SE20 7PR

**Telephone number** 020 8659 7976

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Kentwood Nursery is one of three nurseries managed by Bromley Adult Education College. It opened in 2002 and operates from two playrooms in Kentwood Adult Education College, situated in Penge and located within the London Borough of Bromley. All children have access to a fully enclosed outdoor play area. The nursery is open Monday to Thursday from 9:00am to 4:30pm and on a Friday from 9:00am to 4:00pm during term times only.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 31 children under eight years may attend the nursery at any one time. There are currently 33 children in the early years age group on roll. The nursery currently supports a number of children who speak English as an additional language.

There are six members of staff, five of whom hold appropriate early years qualifications to at least NVQ level 3. One member of staff is currently working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well developed knowledge of each child's individual needs ensures that staff promote many aspects of children's welfare, learning and development with success. Children are safe and secure and enjoy their learning. The partnership with parents and other providers delivering the Early Years Foundation Stage is a key strength and contributes significantly to ensuring that the needs of all children are met. Systems to evaluate practice are effective in supporting management and staff to improve standards and further make progress. As a result, the nursery has successfully created an inclusive environment enabling all children to make good progress.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan time for visits in the local area so that children can investigate features of the local environment and learn how to keep themselves safe when on outings
- ensure that the climbing equipment offers challenges to children at different levels of development, such as, older or more able children
- update the risk assessment to include any assessments of risks for outings and trips
- ensure that fire exits are clearly identifiable.

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

There is a strong emphasis on safeguarding. All staff have attended safeguarding training. Policies and procedures are robust and clearly understood. Designated staff fully understand their responsibilities to safeguard children's welfare, working effectively with relevant agencies to protect children. Effective recruitment and vetting procedures ensure that staff are appropriately qualified, experienced and suitable to work with children. Staff are vigilant about safety. The environment both indoors and out is subjected to regular checks and most risks and hazards have been minimised, although, not all fire exits are clearly identifiable. Staff keep records of the risk assessment but these do not include any assessments for outings. Effective daily routines and the staff's own good practice promote children's health and prevents cross infection. Staff monitor the menu to provide variety and cater for any special dietary requirements. There are sufficient staff that hold a current first aid certificate. This means they can give appropriate care if there is an accident.

The management has a clear sense of purpose about what it is they want to achieve and have built a committed staff team. They have been successful in making secure improvements and have established systems to support further development. The action taken to tackle identified weaknesses including those identified at the last inspection has improved outcomes for children. Staff are clear about their roles and responsibilities and have are committed to continual professional development. They are encouraged to enrol on relevant courses such as inclusion, observation, assessment and planning and cascade these. Regular staff meetings and training needs analysis ensure that staff are kept up to date with changes and learn new skills. Good business planning ensures that there is effective and efficient use of the local authority resources. For example, through funding the nursery was able to purchased an information communication technology package for the children and have applied for capital funding to improve the outdoor play area to provide an all weather section. Plans for the future are well targeted to bring about further improvements to the provision.

Consistent and inclusive systems for communication with all parents, including those with English as an additional language, result in a very effective partnership with parents and carers. Parents receive information about all aspects of the setting through daily verbal communication which can be translated by the tutors within the college, daily diaries and parents' notice boards with information translated into other languages. Positive images, welcome signs and symbols around the nursery give children and families a sense of belonging and of being valued. Parents are routinely involved in their children's learning. For example, they contribute to an initial assessment of their child, staff give suggestions about activities that can extend learning at home and parents contribute to their child's learning and development records. This sharing of information between staff and parents enhances children's learning and keeps parents informed of their children's achievements, progress and well-being. The nursery also works well in partnership with other settings the children attend, to support the seamless delivery of the Early Years Foundation Stage for all children.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key worker system to support children to achieve good outcomes. A systematic approach is used to make sensitive observations of children as they learn through play. These are used to inform planning for the next steps in children's learning and the most effective way to support them as individuals to achieve their potential. The indoor and outdoor areas are particularly well resourced, labelled with picture text and imaginatively laid out to promote many aspects of children's learning across all areas, and ensure that all children are included. Staff skilfully plan and support activities to extend children's language. Children take pleasure in looking at books and listening to stories. Older children recognise letters of their names and some are able to write their names with some or all letters formed accurately. Younger children point to objects and their vocabulary is extended through the introduction of new words such as 'magnet'. Children learn about numbers, shapes, size, space, colour, measure and use appropriate mathematical language through practical worthwhile activities such as sand, water and play dough.

Children greatly enjoy their time at the nursery and have formed strong attachments to staff and other children. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected. Children demonstrate a good sense of responsibility for their behaviour and are consistently well behaved and polite. Children are confident, self-assured and motivated to learn. They are able to organise themselves when participating in role play, they share and take turns and have lots of opportunities to develop their independence through practical experiences such as helping themselves to fresh drinking water and selecting resources. Children demonstrate a good understanding of personal hygiene through established and well organised daily routines. Children consistently wash their hands before meals and after using the toilet. Children are developing a positive attitude towards being active with all children being able to use the outdoor area freely during the day. A range of equipment enables most children to develop their confidence and physical skills well. Children are able to learn new skills such as dribbling the ball in and out of cones, however, the climbing equipment does not offer sufficient challenge to some children at different levels of development. For example, those that are older or more able. Children enjoy freshly prepared, varied and nutritionally balanced meals. Older children serve themselves with food and water, making choices about their food. Staff sit with the children and promote social interaction.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events such as St Georges day, Japanese children's Day 'Kodomo-no-hi' and the Jewish festival of 'Shavuot'. Children use their imagination and express their creative ideas when using a selection of materials and tools to make castles, flags, kites, streamers, fruits and flowers that represent the different events. However, children have few opportunities to investigate features of the local environment and learn how to keep themselves safe outside of the nursery,

because staff do not plan for visits in the local community. Conversations between staff and children, and photographs of previous activities effectively encourage children to talk about past and present events in their lives. For example, children have opportunities to explore living things. Through photographs and pictures children are able to explain how they grew strawberries in their own planting area, picked, shared and tasted them. They related it to familiar stories such as 'The red ripe strawberry and the big hungry bear' and painted pictures of their strawberries. Children have opportunities to explore information technology. They use the computer to design pictures and shapes and print their work, cameras and mobile phones during role play and magnifying glasses to study insects.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met