

Knowle Green Day Nursery

Inspection report for early years provision

Unique reference number	120086
Inspection date	22/03/2011
Inspector	Katie Dempster
Setting address	Knowle Green, Staines, Middlesex, TW18 1AJ
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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

Knowle Green Day Nursery was registered in 2000 and it is run by Childbase Limited. The setting operates from a purpose built facility within Staines in Surrey. There is access to four large units for each age group and a large secure outdoor play area. The nursery provides a service for children from the local community. The setting is open each weekday from 8.00am to 6.00pm, with additional sessions available 7.30am and until 6.30am from all year round except bank holidays.

It is registered to care for 108 children in the early years age range and there are currently 137 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 21 full-time staff and 21 part-time members of staff. Of these, the majority of staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are flourishing in a caring and stimulating environment. They are making gains in all areas of their learning and development. The enthusiastic and motivated staff team are committed to providing very high standards and make good use of the effective self evaluation to maintain continuous improvement. Staff's excellent knowledge and successful partnerships with parents and other professionals ensures a fully inclusive environment where children's individual needs are known and fully met. Diversity is exceptionally well integrated within the setting, giving children wonderful opportunities to learn about themselves, the local community and the wider world.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue the use of open ended questioning to ensure children's thinking and listening skills are engaged.

The effectiveness of leadership and management of the early years provision

The management team are experienced, dedicated and confident in their roles and are successful in inspiring and supporting the enthusiastic and professional staff team, who together provide a high level of care and learning opportunities for the children who attend. All staff work exceptionally well as a team, are dedicated to their work and support and acknowledge each others strengths. This creates a stimulating and vibrant play and learning environment for children and as a result, they thrive and make excellent progress in their learning. The staff team contributes to the self-evaluation process; each room completes their own evaluation which combines together with the setting's main assessment, meaning an accurate account of current practise can be used to identify areas for development and improvement. Consequently, actions are well targeted and have a highly beneficial impact on the outcomes for children. Staff are very well-qualified and show high levels of motivation, this brings about further improvement through drive for success.

Staff at all levels have a comprehensive understanding of safeguarding issues and have opportunities to attend training and maintain an up to date understanding of current legislation. Robust policies and procedures are implemented throughout the setting, including detailed risk assessments and procedures for the safe recruitment and vetting of new staff which ensures that children are cared for by suitable and qualified adults. Managers and staff show good excellent levels of organisation with regard to documentation and daily procedures to enable the staff to operate a safe and efficient setting.

Staff build effective partnerships with parents and they are creative in finding ways to involve parents in children's learning. For example, the implementation of a parent's forum and facilitating stay and play sessions. Parents hold the setting in high regard, many thank you cards giving wonderfully supportive comments including those on how they feel their children have made vast progress and the warm and friendly staff, show how happy they are with the level of care and education. Management and staff have made great efforts to support children with special educational needs and disabilities. They work in close partnership with parents offering support as well opening lines of communication for professional intervention. Diversity is extremely well planned for within the setting. Children have wealth of images and resources to support their understanding of difference and the wider world. Highly stimulating imagery and displays evoke meaningful conversations and interesting, well planned festival activities engage children's interest.

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

Staff create a wonderfully stimulating and colourful environment throughout the whole setting and there is an extensive selection of high quality resources to

support learning through play. The environment is well planned to cater for each age group of children, whilst offering times for children to integrate together also. The comprehensive system of observation, assessment and planning see each individual child engaging in a well planned curriculum based on their own development needs. Children's progress is monitored through regular observations where the information is then traced to the development matters to mark their ongoing progress. Identified areas of development are promptly captured as planning is done on a weekly basis, and fully informed from children's next steps.

Children settle well, are confident and have forged excellent relationships with their peers and staff. They play co-operatively as they engage in activities together. For example, in the outside area, a group of children spend a considerable amount of time pretending to be builders; they assign roles to one another such as fetching the water for the cement and excitedly tell staff they are building a house. Staff facilitate children's learning well, going on to talk about the story of the three pigs and what the different houses were made of. Children move around the setting confidently, choosing activities to join in with or moving between the free flow outdoor area. They show high levels of belonging, as they know where to put their finished art work to dry and independently fetch their coats for outside play.

Children are provided with exciting learning opportunities, based on their own interests or ideas. Changing themes which run along side weekly planning allows staff to channel children's interests and use this to support their learning. For example, children became interested in ICT and technology, staff then created an office role play area extremely well resourced with key boards, monitors, telephones and pads and used different programmable toys during focussed activities.

Children's creativity is effectively promoted as they engage in activities such as collage where they enjoy choosing different colour glitter and materials to decorate them with. Their imaginative skills are equally promoted as they enjoy dressing up from the vast range of authentic costumes. Children have frequent opportunities to enjoy music and movement. For example, many resources are freely available around the setting and a music and dance group visits the setting for sessions with the children. Children are developing independent writing skills through a range of writing opportunities. For example, staff ensure children have facilities to mark make throughout the environment as they provide pads and pens, clip boards and markers and a range of writing materials within easy reach on storage trolleys. They have access to a broad range of books which are beautifully presented in a comfy reading corner. A great selection of resources to support children's mathematical and problem solving skills allows them to calculate, estimate, sort and match objects, and identify colours, numbers and shapes. Children use crates in the outdoor area to make a ramp for their cars. They work together to build up the crates, calculating how high it needs to be in order for the cars to ride down. The outside environment is greatly incorporated in planning for each area of learning, as well activities and equipment to support their physical skills. They enjoy using the different apparatus and resources to balance, steer, climb and negotiate space. The colourful environment and interesting displays make the outdoor area very appealing for children, encouraging their enjoyment of physical and active play. The woodlands area provides vast opportunities for children to

develop their knowledge and understanding of the world. They use binoculars to bird watch and enjoy hunting for treasure with the metal detectors.

Children's health is very effectively promoted. Staff work closely with parents to ensure children's individual needs are recognised and met and they encourage children to learn and understand how to keep themselves fit and well. Staff support children to follow good hygiene procedures in their daily routines, such as hand washing. They learn about healthy options during food tasting activities and staff talk about what foods are good for us and why.

Children learn about keeping themselves safe through discussions, activities and access to resources. For example, staff talk about the emergency services, they set up road crossing scenarios and know to use their 'walking feet' to avoid falling over. Children's behaviour is very good, they are making friendships and play very co-operatively together. Positive behaviour is actively encouraged through constant praise and recognition of children's achievements. Staff are creative in rewarding children for positive behaviour, for example they have a treasure chest and give out gold coins to children for small achievements. Children respond well to this, and are able to explain what kinds of things they can do in order to be given a coin.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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