

Knowle Green Day Nursery

Knowle Green, Staines, Middlesex, TW18 1AJ

Inspection date	19/04/2013
Previous inspection date	22/03/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children play and learn in a highly stimulating and exceptionally well resourced environment, which promotes their learning both indoors and outdoors.
- Children make excellent progress in all areas of learning. They are extremely motivated and independent in their play as staff organise the nursery exceptionally well and are very enthusiastic, attentive and caring.
- The management team and staff are extremely positive and efficiently monitor the nursery making continual changes that benefit the children and contribute to outstanding practices.
- Partnerships with parents are extremely positive. They feel valued and part of the nursery as they share their special family days and are fully involved in their children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the early years age group in all playrooms and the outside play areas.
- The inspector observed the staff practice and talked to them throughout the inspection.
- The inspector reviewed documents and briefly sampled policies and children's development records and observations.
- The inspector had a meeting with the manager and completed a joint observation of an activity.
- The inspector took into account parents' views spoken to at the inspection.

Inspector

Carol Willett

Full Report

Information about the setting

Knowle Green Day Nursery was registered in 2000 and it is run by Childbase Limited. The nursery operates from a purpose built facility in Staines, Surrey. Children play in four age-related playrooms. Each room has its own outdoor play area. There is a nature play area for the older children's use. The nursery is open each weekday from 8.00am to 6.00pm, with additional sessions available from 7.30am and until 6.30pm. The nursery opens all year round but close for all bank holidays. The nursery is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. There are currently 126 children on roll in the early years age group. The nursery is in receipt of funding for free early education for children aged three and four years. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children who learn English as an additional language. The nursery employs 39 members of staff. The majority of staff who work regularly with the children hold appropriate level 3 early years qualifications.

What the setting needs to do to improve further

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

- Encourage all children's language skills further by allowing them thinking time to respond to questions during play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make rapid progress in their learning as staff work well to provide a highly stimulating and exceptionally well resourced environment. Children enjoy their time and are extremely motivated and independent in their play as staff organise the nursery exceptionally well and are very enthusiastic, attentive and caring. Staff are skilled at knowing when to intervene and when to stand back to allow children to try things for themselves. For instance, older children move resources to create a challenging obstacle course using low hurdles and tyres taking turns to jump the course. Staff know the children's abilities and personalities extremely well and plan stimulating activities that fully engage the children. Children are constantly busy and confidently make choices from the high quality easily accessible toys and resources. Staff are given full responsibility for their rooms. They take great delight in developing the layout to suit the needs and interests of their children. All playrooms are rich in print and photographic displays which supports children's learning. Staff cover all areas of learning to provide a stimulating challenging environment. For instance, role play in the preschool room becomes a bat cave for

superheroes and children dress up as Spiderman. Staff have recently made the construction area much larger to great effect; children work extremely well together using large blocks to make towers developing physical and social skills. Children's language and literacy skills develop extremely well as related words are displayed in the construction area. Children dash to get notebooks to write their plans and numbers during the adult-led activity. They spontaneously use mathematical language as they play. Staff ask lots of questions to develop and expand activities but sometimes they do not give children enough time to think and respond.

Toddlers enjoy active singing and dancing sessions and join in with excitement. They love playing with bubbles in the water tray, searching for the fish. Staff work extremely hard to make children's time in the nursery enjoyable. They make interesting and useful books that include photos and pictures drawn by the children. They use these particularly well to help children as they start the toilet training process. Babies enjoy loving attention from highly skilled staff. They happily crawl as they choose to play outside and confidently explore the wide range of high quality toys. They show a good motivation to learn and develop physical skills as they eagerly engage in active play enjoying ride-on toys and slides and crawling after balls.

Staff have an excellent understanding of how children learn and demonstrate a thorough understanding of the Early Years Foundation Stage. Children's time at the nursery is recorded through observations, photographs and examples of children's work. Regular summaries and assessments of children are clear and sharply focused. These are used very effectively to plan for learning including for the progress check for children aged two years. Development records are freely accessible to parents and regular meetings keeps them well informed and fully involved in their children's learning.

The contribution of the early years provision to the well-being of children

Children's individual needs are exceptionally well met. Children settle quickly at the nursery as there are extremely well managed settling in sessions. The key person system is very effective with a second nominated key person in place. They record essential information about the children which ensures there is a comprehensive and thorough understanding of each child's needs and abilities right from the start. Babies and toddlers are extremely happy and secure as caring staff follow individual home routines. Babies therefore settle well to sleep and are excited and able to confidently explore the interesting playroom and toys on waking. Older children are extremely confident and like to show off their stimulating well-resourced playrooms to visitors. They excitedly talk about their bat cave role-play area and thrive in the familiar nurturing daily routines. Children's behave very well. Staff are very enthusiastic and friendly and intervene appropriately. They provide clear, kindly explanations when behaviour is not acceptable so children learn to care and respect their friends and environment.

Children are very happy and move extremely confidently around all areas of the nursery. All children, even young babies, can move freely to play outside. They all have access to their own well resourced play areas and doors are opened wide. Wet weather suits allow

the children to go out when it is wet. This enables children to get fresh air, run around and use play equipment outside to develop their healthy bodies and lifestyles. Older children move resources outside for themselves as they play in a very enabling environment. They learn to take risks in a safe environment. Staff make sure all children's needs are ably met. They plan very well for children with additional needs to encourage them to take their first walking steps. Older children have planned physical education sessions that help them prepare for school. Children thoroughly enjoy appetising meals that are freshly cooked in the nursery kitchen. They eat plenty and menus are healthy and well balanced and change regularly. Cooking activities and the making of books about the kitchen, meals and healthy food options helps the children develop an excellent understanding of healthy lifestyles. Staff follow rigorous safety procedures for children's allergies and dietary requirements.

All children have a clear sense of belonging as they have very caring positive relationships with staff. Older children are very independent and take responsibility for their personal care needs as the nursery is very well organised. They readily help tidy up, pour their own drinks, independently access the toilets and get their coats for outside play. This helps prepare children well for school. There are very effective systems in place when children move up through the nursery and on to school.

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

The management team is highly committed to providing outstanding practice. The nursery manager receives excellent support from the company early years team. They work exceptionally well together to provide high quality care and learning for the children. Staff are highly motivated and create a safe, attractive stimulating learning environment where children make excellent progress in their learning. The robust recruitment procedures helps ensure all staff are very suitable to work with children. The induction, supervision and appraisal systems provide excellent support and staff work well as teams to ensure they maintain high standards in all rooms. The manager gives staff responsibilities for their rooms so they are well motivated. Staff are very keen to update their skills and are very enthusiastic as they feel valued and supported. They have an excellent knowledge of their safeguarding procedures and the responsibility to investigate any concerns. The management team works very efficiently to fulfill requirements for addressing complaints and incidents noted within the nursery. Staff complete and regularly update child protection and first aid training so they follow current good practice. The premises are extremely secure with coded access to the nursery and CCTV in all rooms. Visitors show identification and a record is kept. There are robust systems for risk assessing the nursery and staff take positive steps to minimise hazards. This helps ensure children play in very safe, stimulating, child-friendly play areas both inside and out.

The management team have an excellent understanding of their responsibilities to meet the learning and development requirements. The manager closely monitors planning and development records to ensure children make good progress. Staff plan exceptionally well for children's progress using their knowledge of child development and the national

guidance. They quickly identify concerns in children's development and seek support from other early years agencies. This means that children's needs are exceptionally well met. Partnerships with parents are very positive. They are extremely complimentary about the support, care and learning their children receive. Parents feel staff are very friendly and caring. They enjoy coming into nursery to share their family special days, which enhances the learning experience for the children.

There are excellent systems in place for monitoring and evaluating the nursery. The company has robust systems in place for quality assuring the nursery and participate in regular monitoring visits. They use this in conjunction with the Ofsted self-evaluation form to develop very effective action plans. They have high aspirations for continually improving the nursery. Staff teams observe children's interests and make changes to their rooms to ensure they are constantly developing to meet the needs of the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	120086
Local authority	Surrey
Inspection number	910172
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	108
Number of children on roll	126
Name of provider	Child Base Limited
Date of previous inspection	22/03/2011
Telephone number	01784 464141

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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