

# Kingston Day Nursery

49 Lower Kings Road, Kingston upon Thames, Surrey, KT2 5JA

<b>Inspection date</b>	23/04/2013
Previous inspection date	08/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children benefit from caring, affectionate and encouraging interaction with staff who plan a good range of stimulating activities both inside and outdoors.
- The corporate management structure provides a good framework for staff support and development.
- The manager and staff team enjoy their work and generate an enthusiastic and welcoming atmosphere.
- Good relationships with parents and information sharing, allows parents to be fully involved in their children's learning.

### It is not yet outstanding because

- There is scope to enhance the range of resources to support children's communication and language by providing additional personalised resources.
- Strategies to monitor and reduce the noise level during some large group times in the nursery room are not consistently effective.

## 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 spent the inspection time observing the children and staff in all areas of the nursery.
- The inspector sampled children's information and development records.
- The inspector shared ongoing discussion with staff and the manager and undertook a joint observation with the manager.
- Parents views were gathered through discussion with parents and viewing a summary of recently completed questionnaires.
- Safeguarding was discussed with staff, the manager and the nursery's policy was sampled. Some information was gathered from an audit of the Company's Head Office policies and procedures.

## Inspector

Jane Nelson

## Full Report

### Information about the setting

Kingston Day Nursery registered in 1994. It is one of a chain of nurseries operated by Asquith Nurseries Ltd and operates from a converted chapel in a residential area of Kingston upon Thames, Surrey. It is open each weekday from 7.00am to 6.30pm for 51 weeks of the year. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 106 children on roll and all children are in the early years age group. The nursery supports children with special educational needs and who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs a team of 21 staff, including four supply staff who cover staff absences. The manager and a member of staff have BA Honours in Childhood Studies, 13 staff have Level 3 qualifications in childcare, two of whom are working towards further degree level qualifications, three staff have Level 2 qualifications in childcare and two members of staff are unqualified.

### What the setting needs to do to improve further

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

- develop the range of resources to encourage children's developing communication and language; for example by using small photo albums with photos of children and their family, and of favourite activities or outings and talking about these with children
- monitor the noise level during large group times in the nursery room; making sure children consistently have 'thinking time' and encourage communication and language by keeping background noise to a minimum.

### Inspection judgements

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

The nursery team create a welcoming, stimulating and caring environment where children thoroughly enjoy their play and learning. Staff plan and provide a good range of adult and child led activities and play experiences. The staff team are enthusiastic and enjoy their work. They share strong bonds and caring interaction with children, providing constant reassurance and encouragement. This results in children being interested and engaged in their play and learning. Children develop confidence, independence, and demonstrate they feel very secure in the nursery. They make good progress in their learning and

development, given their starting points. Children are acquiring a range of skills, through their daily experiences at nursery that will support them in the next stage of their learning. For example, when they move to another room in the nursery or as they approach the move to school.

Babies are cared for in a bright and stimulating environment, with spacious areas to encourage their developing independent movement and exploration. They crawl with increasing speed and confidence and older babies walk and climb on low and safe climbing equipment. Babies gradually increase their confidence and develop their physical skills and coordination as they climb the three steps to the slide and slide down. Babies show excitement and pleasure as they prepare for a favourite outing to feed the ducks. They show awareness of familiar routines and enjoyment of what is to come by squealing and laughing as staff help them into their coats. Babies share caring interaction with staff looking to them for reassurance and climbing onto their laps to snuggle in when they feel tired or need a cuddle. Staff follow children's individual routines regarding playing, sleeping and eating, providing continuity and helping babies feel reassured. Effective and creative use is made of the outdoor area, which is well planned and organised to extend children's learning. For example, staff use outdoor equipment such as a play tunnel and tent as prompts to encourage children's imagination, communication and language and use of their large physical skills. A member of staff tells a familiar story which children re-enact. They excitedly crawl through, climb over and slide through equipment and move around the garden. Children giggle and laugh showing enjoyment and pleasure during this fun activity. They confidently join in with familiar phrases such as 'we're not scared' 'through the river' and 'splashy, sploshily' using quiet and loud voices. However, on occasion when younger children are playing inside, the noise level can become high and quieter voices are not always heard. For example, during some activities and at meal times when staff and children are talking excitedly, this has an impact on quieter children joining in conversations.

Older children show increasing independence and confidence. They are engaged and interested in activities and constantly use their imagination. Children use their creative skills to draw detailed pictures. A member of staff helps by writing the words as they describe their picture or make up a story. Children work in a small group, with a member of staff playing an interactive 'phonic' game, on a white board. They listen avidly, concentrate, take turns and watch each other as they match sounds to letters. Children decide where to move each letter to and giggle at the sound generated when the letter fits in the right or wrong character.

Overall good use is made of resources to encourage children's communication and discussion including photographs throughout the nursery. For example, some photographs of children and their families are displayed and those for whom English is an additional language have personalised books. Children take pride in looking at these which are good visual communication aids, and contain familiar and useful words in other languages for staff reference. However, this use of resources is not extended to include items relating to all children to encourage developing communication and language. For example, through family books for all children or books containing photographs of the local community and that capture children's favourite outings.

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

Children demonstrate they feel secure, safe and thoroughly enjoy their time at nursery. They separate well from their parents and carers and are pleased to see staff and friends. They are interested in the activities and play equipment, set out, on arrival. The effective key worker system, together with firm bonds staff establish with children, help children feel secure and develop confidence. Children behave well and show a developing understanding of their own and each other's safety as they play and move around. When minor disagreements or disputes occur, staff intervene, if needed, to help children resolve these swiftly. The nursery routine provides familiar reassurance and children quickly learn what is expected of them, for example, helping to tidy away and respecting the 'golden rules'.

Children's physical development and enjoyment of movement and exercise is encouraged well, helping them understand the benefits of a healthy lifestyle. For example, they enjoy moving their bodies to music and pretending to be pirates during the 'Stretch and Grow' session provided by an external teacher. Children thoroughly enjoy being outside and make full use of the well planned outdoor area to dig in the compost, crawl and climb on play equipment. They sit comfortably on the mat to listen to a story.

Children learn about good hygiene practices through many aspects of the daily routine. For example, being comfortable after nappy changing and washing their hands after using the toilet and before eating. Children learn about their physical needs through the daily routine and explanations from staff. For example, reminders to have a drink and staff talking about protecting their skin from the sun on a warm day as they apply sun cream before going outside. Children enjoy a healthy balanced diet and snack of fresh fruit, which older children help themselves to at snack time. General practices such as children serving themselves at mealtimes are encouraged from an early age. This results in children developing independence skills over time, and being confident in using them when they move to an older age group or a new room. This gradually builds as children move into preschool where the organisation of the environment, activities and routine are all preparing children well for the move to school.

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

The manager and staff team work effectively together to share good practice, generate and sustain improvement. An effective corporate management team support the staff team, placing an emphasis on supporting staff development and generating improvement. Self-evaluation is used effectively to assess where development is best targeted and how, in most areas, to implement and achieve this. The manager monitors the progress of development, identifying the impact improvement is having on children's learning and development. The nursery is equipped with a good range of resources and play equipment which staff use creatively to encourage children's, investigation and play.

Corporate systems support staff in their induction as a new member of staff, ongoing professional development and in increasing their knowledge. For example, through regular supervision, appraisals and attending training which is monitored to assess how staff have benefitted and how they are implementing new skills and ideas. Some staff have recently attended training relating to the use and organisation of the outdoor environment, resulting in an improvement in how this area is used. Areas for future improvement, such as, activities relating to the nursery home bear, a book library and a den kit, parents can borrow to use at home with their children, are in the early stages of implementation. The manager has assessed these are working well, and is hoping they will develop and be used as a focus for parents to contribute home stories to children's individual learning journals.

The manager and staff understand their responsibilities relating to safeguarding and protecting children's welfare. Staff are aware of the procedures to follow if concerns regarding children's welfare arise, an allegation is made regarding a member of staff or they have concerns about a colleague. The manager is aware of meeting legal requirements at all times. For example, maintaining adult to child ratios and understanding the numbers and ages of children the nursery has capacity to care for. She is also aware of the requirement to inform Ofsted of any safeguarding issues, serious accidents or allegations against staff. Corporate systems are also in place to support and monitor that notifications are made to Ofsted when required to ensure children's safety and welfare is protected. Robust corporate recruitment procedures are in place to establish staff are qualified, experienced and vetted as suitable to work with children. The required documentation and records are maintained. Risk assessments are effective in monitoring safety on a daily basis in the nursery and on outings. These are regularly reviewed as changes occur, for example, during an imminent planned redecoration of the nursery.

Staff are confident in using the assessment system to track, record and monitor children's development. They obtain initial information about children's starting points from parents during the registration and settling in process. Staff build on these using their own observations over time to accurately assess where children are in their development, and share this information with parents. They use their knowledge to plan activities and play experiences to support children in making progress, reflecting individual learning styles and interests. For example, by including number related activities, drawing in imaginative play, and using technology such as a white board. This helps children link sounds to letters and begin to combine sounds to make short words. Staff use the assessment system to contribute towards compiling the progress check for two year olds which is shared with parents. Effective systems are in place and implemented to support any additional needs or areas where children may need extra support.

The nursery has effective strategies in place to work in partnership with other carers and professionals involved in children's care. For example, by using a three way communication book to share information with other settings children attend or when care is shared between parents and extended family. The nursery builds links with local schools and supports and prepares children for times of change such as the move to school. The staff team build good relationships with parents, effectively involving parents in their children's learning. Parents praise for staff and positive comments about the nursery demonstrate this is strength of the nursery. Discussion with parents reflects they feel very

reassured about their children's care. Parents comment on the happy nursery atmosphere, that they have good communication with staff and information is shared well. They comment they can see how their children are progressing and observe their children are happy and enjoy being in the nursery. Effective systems are in place to obtain and exchange information with new parents, helping the settling in process for children new to the nursery.

### **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

<b>Unique reference number</b>	EY288697
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	910020
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	72
<b>Number of children on roll</b>	106
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	08/09/2010
<b>Telephone number</b>	0208 974 9773

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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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