

Kew Day Nursery

Inspection report for early years provision

Unique reference number EY266308
Inspection date 10/02/2011
Inspector Jane Nelson

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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

Kew Day Nursery has been registered since 2003 and is one of a number of settings owned and operated across the country by Asquith Nurseries Limited. It is located in a purpose built single story premises within the grounds of Kew Riverside Primary School, in Kew in the London borough of Richmond upon Thames. All children share access to a secure enclosed outdoor play area.

The setting is registered to provide care for a maximum of 66 children up to eight years, all of whom may be in the early years age range at any one time. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting operates Monday to Friday throughout the year except for the usual bank holiday closures. Opening times are from 7:30am to 6.30pm.

There are currently 73 children under five years on roll. Of these 17 children aged three and four years, receive funding for nursery education. Children attend from the surrounding areas. The setting is able to support children with special educational needs and or disabilities and also children who speak English as an additional language.

The setting employs a staff team of 24, including eight supply staff who cover absences, plus the manager. Of these 11 staff including the manager hold appropriate early years qualifications and six members of staff are currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs, personalities and preferences are well know by staff, and reflected in the daily routine and the good range of play experiences the setting provides. Self-evaluation is used effectively to target where improvement is needed and most areas identified are in the process of being implemented. Positive relationships with parents are promoted and result in good communication and generally effective information sharing. Systems to work in partnership with other settings children attend, are in place and work effectively.

What steps need to be taken to improve provision further?

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

- monitor systems in place to support children with English as an additional language to make sure these are implemented consistently
- develop the use of risk assessments to include any external issues that arise

affecting the premises.

The effectiveness of leadership and management of the early years provision

The staff team are deployed effectively and well organised, resulting in children being closely supervised and well supported in their play and learning. Staff interact well with children encouraging them to explore their environment safely, while promoting awareness of their own and each other's safety. Risk assessments are used effectively to monitor safety. The required records are maintained, contain clear details and are regularly reviewed. Although, on occasion, not all external influences that affect the setting, such as a change to the heating system managed by the neighbouring school, are included in the record. Secure corporate policies and procedures are in place regarding child protection and the manager and staff understand their responsibilities if concerns arise, including the procedure to follow if concerns arise about colleagues. Effective recruitment and vetting procedures to ensure staff are suitable to work with children are implemented, and staff whose suitability checks are not yet fully completed are supervised by fully vetted staff at all times. The required records and documentation relating to the organisation of the setting, are in place, clearly maintained and contain the necessary information.

A good commitment to ongoing improvement is demonstrated by the management and staff team. A new management team of manager and deputy have been in post for several months. The manager has identified, through the use of self-evaluation, where improvements are needed and, with the deputy and the staff team's support, are implementing many of the areas identified. For example, delegating more responsibility to the individual room leaders and developing systems to involve parents in their children's learning. Staff receive ongoing support and development through a corporate appraisal system and access to ongoing training through the local authority and in-house training provided by the Asquith company. The setting receives ongoing support from the local authority and the corporate line management structure. The key worker system is effective and staff know the children well. Regular observations relating to children's development are recorded in children's individual journals, their next developmental steps are identified and observations and children's interests are used to focus future planning.

The premises are welcoming and space, indoors and outside, is well organised to meet the needs of young children. The setting has four main play rooms for different age groups of children, which are all well equipped with a good selection of suitable furniture and play materials. Children are grouped according to their age and developmental stage, enabling babies and toddlers to investigate and explore a safe environment, with close adult support, while older children, are able to increase their independence, and initiate and make choices about their play and learning. Good use is made of the outdoor area to extend children's learning opportunities.

Positive relationships with parents are promoted and result in information being

shared well. Parents comment on the welcoming atmosphere of the setting and the friendliness of staff. They feel information is shared well and know what their children are doing during the nursery day. When children start at the setting a gradual settling in procedure is in place and most parents follow this procedure. During this time information is obtained about home routines and practices and in most cases, information about other languages spoken in the home, all of which helps children settle and feel secure in the setting. Systems such as staff obtaining key words in children's first language or using picture communication are used effectively to support children whose first language is not English. Although on occasion, systems are not consistently implemented prior to children starting at the setting, to equip staff with key words and phrases to provide reassurance and build communication.

Partnerships with other settings children attend, in particular the school site where the setting is located are effective. For example, a wrap around care service is provided from September to December each year when children are in the process of attending the reception class in the school for half a day. The manager is also in the process of building links with other local settings and schools.

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

Children arrive happy and enjoy their time in the setting. They are pleased to see staff and their friends on arrival, and most children separate well from their parents or carers. Children are motivated and interested in the good range of play experiences, equipment and activities the setting provides and are gaining independence and acquiring skills they will use in later life through their learning and play.

Children are secure and develop a sense of belonging in the setting, which is supported by the gradual settling in period when they first start, and repeated as children move from one age group to another. Children recognise themselves in photographs and spend time looking at 'the family tree' where photographs of some children and their families are displayed. Links between the setting and home are built, for example, children take 'Bertie the Bear' home for the weekend, or on holiday and parents photograph and record the events that Bertie enjoyed during his stay with them in his diary.

Babies and toddlers are cared for in a calm environment where they receive close support and reassurance from staff helping them become secure and confident in the setting. Individual feeding and sleep patterns are followed providing familiarity and continuity of home routines. Babies are beginning to gain mobility as they safely crawl, pull themselves up on a low frame, navigate small and safe steps on the baby climbing frame, and crawl through a tunnel. Younger babies spend time observing their older friends, vocalising, and enjoy exploring the feel and texture of paint on their hands feet and faces during a painting activity. Toddlers are increasing their mobility and independence as they explore their environment. They are beginning to recognise and participate in parts of the daily routine, such

as, snack time and singing songs together.

Children see labels and familiar words displayed throughout the environment. They recognise their friend's name symbols on the 'who is in nursery today board' and realise theirs is missing. A member of staff notices this and suggests getting the name label from their coat peg, which children carefully add to the notice board, repeating their own names and symbols. Older children are challenged appropriately through well planned activities and discussions that help promote critical thinking. For example, a member of staff initiates a discussion relating to different shapes at circle time. Children recognise and name shapes, such as, semi circles, rectangles, ovals, and pentagons. They relate and compare some shapes to things they can easily see in their play room, and talk about the door being too long to be a square but if cut in half it could be two squares.

Children behave well, they are happy and confident, and listen to staff and each other during circle times, waiting for their own turn to talk in the group. Children are well supported in their play and learning by good interaction with staff who know individual children well and use this knowledge and their observations to plan according to individual needs. For example children's interest in trains and busses is included in construction activities, imaginative play and using a cardboard box to make a model of a bus, children talk excitedly about how their parents travel to work on the train as they push toy trains along the floor. Children have opportunities to participate in the local community through walks in the locality, links with the neighbouring school and projects such as finding out about where local busses travel to and from. They see words in different languages displayed in the setting and use a range of resources such as books, puzzles, dolls and dressing up clothes that reflect diversity and the wider world.

Children adopt good personal hygiene, through everyday practices that are part of the daily routine. For example, young babies have their hands washed with hand washing mousse before and after eating. Older children know hand washing before meals, is part of the routine. They recognise when their hands need washing after playing in the sand tray and refer to their hands as being dirty. Children use a small sink in the play room independently to wash the sand off, then dry their hands with a paper towel. Children use tissues independently to wipe their noses and dispose of them in the bin straight after use. Children have good daily opportunities for physical play either in the garden, to which older children have free access, or through age appropriate climbing equipment provided for babies and toddlers in their play rooms. A healthy diet is provided and children thoroughly enjoy pieces of fresh fruit and crackers or breadsticks at snack time, and help themselves to drinks from individual cups, bottles or beakers. A cooked lunch is provided daily and delivered by an outside caterer. Children enjoy their lunch of Moroccan Lamb and couscous. Older children help themselves to food from communal dishes with some support from staff if needed. Younger children are gaining confidence in serving themselves food, and concentrate as they carefully spoon yogurt into their own bowl.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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