

Kingsmead Day Nursery

Inspection report for early years provision

Unique reference number	EY335658
Inspection date	14/12/2009
Inspector	Sylvia Shane

Setting address	Kingsmead Day Nursery, 120 Kingsway, Chandlers Ford, Hampshire, SO53 5DW
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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*.

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Description of the setting

Kingsmead Day Nursery opened in 1995 and has been under new ownership since 2006. It operates from a four-roomed split-level building in a residential area of Chandler's Ford. The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm most of the year, with some holidays taken over the Christmas period. All children have access to a secure, enclosed outdoor play area. There are currently 65 children in the early years age range. Of these, 25 children receive funding for nursery education. Children attend for a variety of sessions, either half or full days. The setting is able to support children with special needs and those who speak English as an additional language. Thirteen staff work with the children on a full-time and part-time basis. The majority of staff have early years qualifications to NVQ level 3 and one member of staff is currently working towards a level 4 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure, happy and relaxed in this welcoming and nurturing setting. This is a result of being cared for by a well qualified, motivated and experienced staff team who work together to ensure children's individual care and learning needs are well met. Children's overall learning and development is effectively promoted. They enjoy good quality play and learning experiences. The group demonstrate an ongoing commitment to continuous improvement through training and generally the process of self-evaluation is effective.

What steps need to be taken to improve provision further?

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

- review planning to provide consistency of good practice through out the nursery, ensuring that the six areas of learning are equally covered and that each child's learning and developmental needs are planned for and met
- further develop the systems for self-evaluation ensuring they take into account the views of parents children and staff
- ensure that the accident records show the time of an accident

The effectiveness of leadership and management of the early years provision

The nursery is well organised and all relevant documentation is maintained to support children's welfare, this includes consents for emergency treatment or advice, to ensure that children are able to be cared for in the event of an emergency. All staff have an up-to-date first aid qualification so are able to deal with minor accidents effectively, they complete accident records and share this

with parents, however they do not consistently record the time the accident takes place. Policies and procedures work in practice and safeguard children; this includes a clear recruitment and vetting procedure to ensure that staff are suitable to work with children. In addition, staff induction and ongoing training helps to ensure they are clear of their roles and responsibilities and supports their continual development. Effective measures are taken to ensure that now children are only collected by authorised adults. Staff carry out risk assessments these ensure that children play and learn in a safe environment, both inside and outdoors. Staff have a clear understanding of signs and symptoms of child abuse and procedures are in place to report any concerns, ensuring children are safeguarded.

Good partnerships with parents are fostered. Staff ensure that they find out about each child's backgrounds, development and interests so that they can provide consistent care. Parents are kept well informed about their child's progress through verbal feedback, access to the learning records and annual open evening. They are encouraged to be involved in their child's learning and development and asked to share experiences from home and acknowledge the important events in children's lives. Through the homework diary parents are given support on how their children learning can be supported at home. The setting has systems in place to ensure that children with additional needs are provided with the care and support they need to meet their full potential.

Generally the nursery has an effective process to monitor and evaluate work of the nursery. On going training ensures that any gaps in the staff knowledge are addressed. The setting has produced a development plan and as a result there have been a number of improvements in the nursery since the last inspection, including the recommendation set at last inspection. However, they have not fully developed the system to ensure that the self assessment reflect the views of parents, staff and children.

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

Overall children progress well in their learning due to the staff knowledge of child development and relate this to the Early Years Foundations Stage (EYFS) well. They have effective key worker systems in place and staff know the children well. Planning and observations take place and this contributes to identifying the next stages for each child's individual learning. However, there are inconsistencies in the way that staff implement targeted learning opportunities, with some areas of the nursery being more effective in this area.

Children have lots of choice about whether they play indoors or outside. The outdoor area has been particularly well developed making it an inspiring and interesting environment in which to play. Younger children learn the names of the different animals, strategically placed at the side of walkways. Some interesting items have been imaginatively placed making learning and exploration fun. They use shortened hoses to put petrol in their cars and have access to real keys for their vehicles; this brings the experience more to life and captures their imagination. They pretend to be builders, putting on plastic hard helmets and

access additional resources such as ropes to tie planks to their vehicles in order to move the wood from one area to another. This idea is further developed as children learn how to use hammer and nails and how to saw wood safely as they create their own ideas. Children learn about mini beasts and where they live as the nursery uses resources successfully to support this. During this exploration children decide to take some of the sawdust the mini beast are hidden in to mix with the dough and explore the difference in the texture.

Younger babies receive lots of attention, feel secure and as they grow toddlers are supported well through their walking and crawling stages. Babies are able to follow their own sleep routines and these are recorded and shared with parents alongside what they have eaten and their nappy changing details. Older children learn to manoeuvre and coordinate their bodies using the many wheeled vehicles. Indoors they dance and join in action songs, learning about the different parts of their body.

Children develop their understanding of other cultures and festivals and these reflect the varied cultures within the nursery and the wider community. Children's self-esteem is fostered as each of their birthdays is acknowledged and celebrated. Through out the nursery staff have developed displays so that parents can contribute information about their children's interests and achievements and any special events.

Children concentrate effectively due to the good levels of support given by staff. Their independence is fostered as overall resources are organised effectively. Their behaviour is managed positively, by experienced staff who use a range of positive techniques to bring about changes. As a result, children learn right from wrong and how to control their strong feelings. They learn to share and take turns and show consideration and concern when a child is hurt or distressed. Older children take responsibility for keeping their nursery, clean, tidy and safe as they are regularly involved in small manageable tasks, this gives them a sense of importance and belonging.

Children are offered a diet that is healthy and nutritious and their individual dietary needs are met. Children are offered meals and snacks which incorporate a wide variety of fruit and vegetables. In addition, they learn to adopt a healthy lifestyles, for example, they grow and eat the vegetables in the nursery garden.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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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