

# Active Learning Kingston Nursery

Victoria Hall, Victoria Road, Kingston-upon-Thames, KT1 3DW



<b>Inspection date</b>	3 April 2018
Previous inspection date	27 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager leads her well-qualified staff team effectively. She supports staff well and is committed to improving the standards of the provision.
- Staff organise the learning environments successfully, which helps to motivate children to learn. All children are active learners and enjoy their time at the nursery.
- The manager and staff know children well. They work very closely with parents and other professionals to help children. All children make good progress from their starting points, including those who have special educational needs (SEN) and/or disabilities.
- Staff build strong partnerships with parents, which benefits children. For example, they actively invite parents to share their cultures and backgrounds to raise children's awareness of the world around them. Parents are very complimentary about the staff and the service they provide.
- Staff follow carefully considered policies and procedures, including risk assessments to help protect children's safety and welfare. Staffing arrangements and supervision of children are good.

### It is not yet outstanding because:

- On occasions, staff interrupt children's learning during group times. This does not fully support children's learning and enjoyment.
- Staff do not consistently build on young children's understanding of good hygiene practices.

## What the setting needs to do to improve further

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

- organise group times more effectively to fully support children's continuous learning and enjoyment
- make better use of opportunities to help young children understand good hygiene practices.

### Inspection activities

- The inspector discussed with the management team how it evaluates the setting to identify strengths and target areas for improvements. She spoke to staff and interacted with children at appropriate times.
- The inspector checked documents relating to the suitability and qualifications of staff. She discussed with the management team the setting's safeguarding procedures and accident and incident records.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed children's learning. She spoke to parents and read written feedback provided from them.
- The inspector carried out two joint observations with the nursery manager.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure knowledge of what might cause them concerns about a child's welfare and the reporting procedures to follow. The manager undertakes rigorous recruitment procedures to help check staff's suitability. She supports staff well and provides them with training opportunities to improve their practice. For example, staff use the knowledge gained in training to improve the assessment and planning for children's learning. Staff follow clear procedures and practices to meet children's physical, nutritional and health needs. In addition, a high number of staff have received relevant first-aid training. This enables staff to respond to incidents appropriately, such as when a child has an allergic reaction. The manager knows the events that must be notified to Ofsted. Overall, the manager works effectively with her senior managers and the parents to help evaluate the provision.

### Quality of teaching, learning and assessment is good

Staff observe and monitor children's progress precisely to plan activities that capture children's current interests. For example, pre-school children enjoyed exploring malleable sand to support their interests in aliens, planets and rockets. They learn to use available resources imaginatively, such as an interactive whiteboard to develop their early reading and writing. Toddlers had fun listening to stories about animals. Staff encouraged toddlers to take photographs of their favourite animals using a camera to further enhance their learning. Children have many opportunities to develop their mathematical skills during their play and activities. For instance, younger children practised their ability to count through familiar songs and rhymes. Older children explored dough to make different shapes and others learned about sequencing and patterns using toy cubes.

### Personal development, behaviour and welfare are good

Staff are kind and attentive to children. They have close relationships with them and share 'funny moments'. For example, children invited staff to taste their 'alien cupcakes' and laughed together to show their delight. Staff give children lots of cuddles, praise and encouragement to support children's social and emotional well-being. Children respond positively. Children benefit from the wide range of learning experiences on offer. For example, they enjoy learning about art, music, ballet and sport to build on their confidence. Staff teach children to behave well. For example, they encourage children to play 'nicely,' to share and take turns. Children show respect for their toys and resources. Staff collect relevant information from parents, such as finding out about their children's health and dietary needs. They record accidents and incidents accurately, as required.

### Outcomes for children are good

All children are settled, motivated and confident learners. They develop the important skills that they need for their future learning, including in readiness for school. For example, babies develop well physically as they practise their crawling and early walking. Older children become confident talkers and develop their independence skills during play.

## Setting details

<b>Unique reference number</b>	EY373981
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	1133458
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	98
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Active Learning Childcare (Guernsey) Limited
<b>Registered person unique reference number</b>	RP900861
<b>Date of previous inspection</b>	27 May 2015
<b>Telephone number</b>	020 8541 1793

Active Learning Kingston Nursery registered in 2008. It is located in the Royal Borough of Kingston upon Thames. The nursery is open from Monday to Friday from 7.30am to 6.30pm, excluding bank holidays and one week over the Christmas period. There are 22 members of staff, including the manager. Of these, 15 staff hold appropriate early years qualifications, including four staff who hold early years professional status or qualified teacher status. The nursery receives funding for free early years education places for children aged three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

