

Kew Day Nursery

Mortlake Road, (Access via Courtlands Avenue), Kew, Richmond, TW9 4ES

Inspection date	28/04/2014
Previous inspection date	09/01/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The nursery is exceptionally well led and managed. Expectations are high and there is a strong commitment to provide the highest quality of teaching and learning for the benefit of the children.
- Children show they feel safe and secure within the warm and welcoming environment. The highly effective key person system enables them to form secure attachments.
- Varied and stimulating opportunities for learning, activities and resources mean that children's learning and development is outstanding in all seven areas of learning.
- Excellent assessment systems are used to identify where children are in their learning. Staff plan highly successfully for children's emerging interests and the next steps in their learning.
- Impressive partnership working shows that contributions from parents and others sharing the care of the children are highly valued. Together, timely early intervention is agreed to ensure children all receive the support they need to develop. Parents are very positive about the care their children receive and the ways in which staff incorporate learning at home.
- Comprehensive risk assessments take place. Children are very well safeguarded with staff supervising the children carefully to keep them safe.

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 had a tour of the nursery with the manager and completed a joint observation with her.
- The inspector held discussions with the manager, assistant manager and regional training and development managers.
- The inspector held discussions with key persons and staff.
- The inspector observed children taking part in activities indoors and outdoors.
- The inspector looked at a sample of various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about 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 on the Early Years Register and 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 71 children in the early years range on roll. The setting receives funding for the provision of free early education for children aged two, three and four years. Children attend from the surrounding areas. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs a staff team of 17, plus the manager. Two members of staff hold an early years degree, one member of staff holds a Level 4 qualification in Childcare and 10 members of staff hold a Level 3 qualification in Childcare.

What the setting needs to do to improve further

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

- enhance children's opportunities to learn more about the natural world, for example, by incorporating additional to explore living things.

Inspection judgements

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

Staff have an exceptional knowledge and understanding of how to implement the Early Years Foundation Stage. Children's learning is impressive. This is because staff plan varied and inspiring activities that ensure that all groups of children are active in their learning and make excellent progress. Activities are challenging but achievable, ensuring children remain confident and motivated. Staff have an extensive understanding of what each child is to gain from the range of spontaneous or planned activities. Staff gain as much information as possible from parents when children first start so that they can establish children's capabilities and starting points. Staff highly value and make full use of information from parents and successfully use this to shape the direction of each child's learning. Ongoing summative assessments are rigorous and reflected in the level of detail in each child's individual profile. When children leave the nursery, their progress is significant as most are at the level expected for their age and many exceed it. As a result, they have made outstanding progress in relation to their capabilities.

Children benefit greatly from the well-resourced outdoor area. Children have free access to this area, for long periods throughout the day. Staff fully understand and embrace the importance of outdoor play and create a rich learning environment that promotes all areas of learning. Children engage independently in play, transporting sand, investigating weight and measure, in their natural environment. Outdoor play could be further developed with activities that support children in their understanding of living things in the natural world. For example, currently children do not have opportunities to dig for worms. They miss these exciting ways of exploring magnifiers and living mini-beasts. All staff are highly skilled in extending children's play. They engage them in conversation while they play, to encourage critical thinking and to develop language. For example, children teach staff the rules of rugby. They use excellent communication skills, and dive with the ball, explaining the definition of a 'try'. Excellent knowledge of their key children's needs enables staff to differentiate and personalise their support for individual children.

Staff maximise opportunities to introduce numbers and counting, such as counting cutlery at meal times. They place exceptional emphasis on motivating children's learning through play, exploration, problem solving and critical thinking. For example, children use a tape measure and excitedly measure staff and each other. Staff encourage children to compare heights and they learn about different lengths as they enthusiastically experiment alongside each other. Children's interest in the world around them encourages staff to plan fun, challenging activities that inspire children to use their imagination and creativity. Young children engage in water play, they place containers onto the floor and transport water in and out using spoons and jugs, independently exploring volume. Staff supervise children carefully to ensure their safety.

Partnerships with parents are exemplary. Parents talk enthusiastically about the progress their children are making and are appreciative of the nursery's caring and knowledgeable staff. Parents say they feel listened to and respected. Their views are sought regularly through informal conversations and formal evaluations. Parents are regularly updated about their children's progress through detailed reports and meetings, and receive ideas on how to extend this at home. Staff have introduced home learning stories and a lending library scheme. As a result, home-nursery links have been strengthened which means that parents are fully involved in setting individual targets and sharing in future learning and milestones which their children achieve in the nursery.

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

Children are happy, confident, have fun and enjoy coming to nursery. The fully embedded key person system works extremely well in supporting children's social and emotional wellbeing. Staff expertly nurture children's confidence and sense of security through planned one-to-one time with key children, and for small group work and whole group gatherings. In addition they embrace spontaneous opportunities that arise, and expertly nurture children's confidence and sense of security. Consequently, children develop a very positive sense of themselves and respect for others because of the fantastic support and excellent activities that staff provide. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The warm welcome and highly

positive, relaxed approach from staff has a very calming influence on the children. As a result, new children are happy, settle quickly and build very close attachments with the staff. For example, even very young children independently sing nursery rhymes as they relax and play. Children show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. This helps them to feel valued and respected, enabling them to thrive and reach their full potential.

Children behave well and follow the rules and boundaries for acceptable behaviour. Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners. Children can clearly express the key messages they learn about how to keep safe because staff model these phrases routinely in a natural context. Children sit with staff at snack time as they and prepare a range of vegetables to eat. They learn to chop, growing in responsibility and becoming acutely aware of how to keep everyone safe. Children have fun outside, using a wide range of equipment to encourage their physical skills and fitness. Indoor rooms and outdoor corners offer soft, cushioned retreats for quiet chats, a rest or cuddle and another story. Children choose and easily access the activities and locations that interest them, with staff close at hand to observe, keep them safe and when appropriate extend their ideas.

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

The management team have exceptionally high standards across all areas of the provision and ensure that their staff rise to their example and expectations. As a result the staff team work exceptionally well together, knowing and complementing each other's strengths and drive for improvement. Recruitment procedures are very strong and therefore, ensure that the adults working with children are suitable to do so. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise about children's well-being, and have a good understanding of the whistle-blowing policy, if needed. Staff have completed first aid training. Robust risk assessments, and regular audits to monitor safety and security of the setting, contribute significantly to children's safety.

The management team demonstrate a comprehensive knowledge of the learning and development requirements. Staff and management receive high quality professional supervision and training. There are highly successful systems to monitor the impact of staff practice so as to promote the excellent outcomes for children and support staff member's continuous professional development. Staff deployment throughout the nursery plays a significant part in how the nursery nurtures children with challenge to broaden their learning. The nursery staff use highly reflective practice. They have rigorous systems for evaluating their priorities and in identifying future targets for implementation in order to improve their practice further. Parents, children and staff proactively contribute to this evaluation through their input and suggestions. Since the last inspection, the manager,

with support from the regional development and training manager, has worked extremely hard to address previous weaknesses. For example, to ensure assessment information is used effectively in planning to meet the needs of children more precisely. This has led to impressive improvements in children's welfare, learning and development.

Management monitor the delivery of education programmes thoroughly and routinely moderate tracking and assessment of children's progress to ensure accuracy. Detailed analysis of children's individual progress and trends across the nursery informs daily practice. The nursery staff use extremely well organised systems to identify children's needs quickly through their exceptional and consistent planning and assessments for individual children. Therefore staff have an accurate understanding of children's achievements and their capabilities, and can make timely interventions when needed. Highly productive partnerships with others, including speech and language therapists, make an outstanding contribution to meeting children's needs. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make outstanding progress.

Staff give an extremely high value to the contributions that parents make in extending home-nursery learning. Parents' involvement makes a significant contribution to how well staff meet the needs of children. Parents spoken to at the time of the inspection hold the provision in high regard. The nursery has also established very effective links with the onsite school and feeder schools that children move on to. As a result the children are ready to take the next steps in their education.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY266308
Local authority	Richmond upon Thames
Inspection number	939568
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	71
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	09/01/2013
Telephone number	020 8878 9430

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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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