

Kingswood Day Nurseries Limited

The Old School, Daggons Road, Alderholt, Fordingbridge, Hampshire, SP6 3DN

Inspection date	13/01/2014
Previous inspection date	13/11/2008

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 staff team and manager use excellent observation, tracking and assessment processes exceptionally well that ensure all children reach their full potential.
- Staff have an excellent understanding of how children learn through exploration and play. Children are active, keen learners displaying great levels of imagination in a stimulating environment both indoors and outdoors.
- Exceptionally secure attachments between children and their key person support children to feel secure and confident as they learn.
- Through effective and frequent communication highly positive parent and carer partnerships are developed. Staff exchange, gather and valued information gained, using it for the benefit of each child's care, learning and development.
- The management and staff team continually evaluate and reflect on the high quality provision offered to the children. This helps to ensure each child is making the best progress possible.
- Children are cared for and motivated to be active learners in an environment where their safety and well-being is of the highest priority.

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 observed children's activities indoors and outdoors in the forest.
- The inspector held discussions with the manager, and members of staff.
- The inspector took account of the views of a number of parents spoken to on the day.
- The inspector looked at children's records and planning documentation.
- The inspector checked evidence of staff suitability to work with children, the nursery's self-evaluation and improvement plans.

Inspector

Judi Naish

Full report

Information about the setting

Kingswood Day Nursery registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and managed. It operates from a former school premises on the edge of the village of Alderholt, in Dorset. The nursery serves the surrounding areas and is close to the towns of Verwood and Fordingbridge. The premises consist of four playrooms and a sleep/sensory room. There are enclosed outdoor play areas to the rear and side of the building and use of a nearby forest.

The nursery employs 15 members of staff who work directly with the children. Of these, twelve including the owner, hold early years childcare qualifications to level 3, one is qualified to level 2, one is working towards a childcare qualification at level 3 and one is unqualified. Two members of staff have a Forest School qualification.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.45am until 6pm. There are currently 82 children attending, all of who are in the early years age range. The nursery provides funded education for two-, three-, and four-year-old children.

What the setting needs to do to improve further

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

- further extend and encourage children to practise their early writing skills.

Inspection judgements

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

The highly dedicated staff team support children to make excellent progress in their learning and development. Staff enthusiastically join in children's play, engaging with their interests and supporting and extending children's learning through the offer of ideas and open ended questions. Children are able to engage their imaginations and exploratory impulses fully, meaning that they make excellent progress. Staff have an outstanding knowledge of the Statutory Framework for the Early Years Foundation Stage and how to provide children with valuable learning opportunities as a result. For instance, whilst in the forest children are offered the chance to care for the soft toy squirrel they have taken with them. Following an excellent guided discussion by staff about the squirrels possible needs children are invited to see if they can find things in the forest to make the squirrel's visit a happy one. Children display high levels of imagination as they set about their task. Staff enable them to follow their individual and group interests. For some this involves the 'cooking' of a meal, for others the building of a home and yet for others moving dirt with a wheelbarrow to make a path. All children, including those with additional needs, are fully

involved in their chosen activity. Through excellent involvement from staff all children are supported to follow their interests across all areas of development. Staff skilfully model words, sentences and extend children's thinking through focused questions supporting children's learning as they play.

Staff capture each child's individual progress through written observations, photographs and the child's own words. Having shared these moments with children and their parents staff show excellent skill in using these to plan for children's interests and next steps. Through the strong key person system, staff gain a deep knowledge of each child and their needs resulting in children being confident, fully supported and keen learners.

Children flourish during their time at nursery. The highly stimulating and inviting environment indoors and outdoors allows each child's needs to be fully met. For instance in the baby room babies safely sit and crawl around the floor exploring a range of resources within easy reach. Staff support each baby sensitively and with knowledge, as a result all babies show high levels of emotional well-being and reach out in delight to explore their close environment. Staff are quick to respond and adapt to children's changing needs and emerging interests, meaning children are constantly being offered a wide range of creatively tailored opportunities to explore.

Staff provide excellent opportunities for children to learn about the world around them. Children explore nature first hand in the outdoor area and nearby forest. For instance, they learn about animals hibernating, they listen to the sounds of the forest and articulate what they hear, build dens and make clay animals to live in the woods. Children are taught to be supportive of one another in their play; for example, children that are more able support less able children ensuring friends can join in fully.

Through the highly skilled commitment of staff to include all children, they give excellent support to children who are more vulnerable. Gifted children enjoy greater challenges and through close partnership with parents receive additional resources and ideas to support and further extend their child's development. Staff are skilled communicators and offer copious encouragement and praise to children for each achievement no matter how small. Children in turn display high levels of confidence and enthusiasm in their efforts. Children attempt new skills such as putting both sleeves of their own coat on for the first time or getting the straw in their carton of drink, revelling in the praise these achievements bring. Children's use of language is extended and their vocabulary for thinking extended as staff model high quality interactions to the children. Ideas are reinforced and new words added to extend each child's ability to communicate further and be heard.

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

Staff form exceptionally caring and sensitive attachments to the children in their care. As a result, even newer children display a strong sense of security and complete confidence in their environment. The excellent key person system helps children develop secure, trusting relationships with a special adult. Key persons meet their key children at they arrive and settle them into the routine of the day. Effective relationships between parents,

carers and staff create a caring learning environment in which children thrive. Staff carry out the required progress check for two-year-old children. Staff work closely with parents to share this information, identifying and addressing children's progress and any concerns at an early age.

Staff are skilled at encouraging positive behaviour through support and encouragement. Children are extremely well behaved and caring towards one another. Children are offered many opportunities to develop further independence and gain a sense of responsibility. For instance, children enjoy the freedom to choose where in the forest camp they might play. Some children build a path at the edge of the boundary but take care, reminding friends not to go any closer to the boundary. Children keep each other safe as they become increasingly independent.

Children are developing excellent skills in learning how to be healthy. Snacks and mealtimes offer healthy, nutritious foods. At snack time, children select their own piece of fruit before discussing with their friends why they like apples or oranges most. Staff support children to use tools to cut their chosen fruit furthering developing children's physical skills and knowledge of safe usage. Staff teach children how to lead a healthy lifestyle. Children are offered a wealth of opportunity to explore a range of physical activities such as running, jumping and ballet and sport classes. Staff strictly observe robust hygiene practices and children demonstrate excellent knowledge and understanding of how and why they wash their hands. For instance younger children increasing their self-care skills during toilet training gesture to go and wash their hands. The staff member uses the opportunity to reinforce and extend children's knowledge of when and why we might wash our hands. Children offer an example of 'before lunch' and the staff member affirms this and explains that as we might use our fingers to pick up food it is important to have clean fingers. Children are clearly delighted that they knew the answer. As a result, their increased knowledge of germs deepens their learning experience.

Staff are exceptionally good at assessing levels of risk and ensuring children's safety. This means children are able to explore their environment fully, experimenting with new things and using their imagination. For instance, children are able to balance on ropes in the forest and fully explore what they are able or not able to do with their bodies whilst staff members are near and available to support them. Staff involve children in teaching each other how to stay safe. Staff invite children to share how to stay safe with their newer friends to nursery as they play freely in the forest. For example, staff ask children what they should do if a dog were to appear in their area? Children quickly respond with 'Drop our stick, don't stroke it'. Staff praise them for their responses and a discussion is had between the staff member and children why on this occasion they would do this. Staff teach children that it is not safe to stroke an unknown dog but that known dogs, and with permission, can be stroked. Staff enable children to think through risk taking for themselves and as a result, they learn to keep themselves safe.

Staff support young children exceptionally well as they move from one stage of development to another. Babies on the cusp of their next developmental step, for example, crawling or standing are given opportunities to attempt these skills from a place of confidence. Staff deploy themselves well in order to be in the place most available to

children in need of greater support. They actively support children who are more able by adding ideas to their play.

Staff develop highly impressive partnerships with parents, which results in children's learning being cohesive between home and nursery. For instance, parents of children that are particularly gifted in an area of development are supported through additional resource packs and ideas to engage in their child's learning and development at home as well as at nursery. Through the excellent quality of relationship built between parents and key people children in need of additional support make excellent progress.

All children display a strong sense of well-being in their environment through their firm, secure attachments to staff members. Staff demonstrate an excellent understanding of the need for children's primary areas of learning to be in place for confident learning to take place. Children are confident communicators, socially secure and able to explore their environment freely in a style that suits them. For quieter children there are cosy spaces within each environment indoors and outdoors. For those wishing to be more active there is space and creativity of resource for them to do this effectively. Staff use effective evaluative tools to regularly measure how involved each child is in their play and learning and how confident they feel. Staff show excellent knowledge in ensuring each child's needs are met fully as they change through the day.

Staff understand the importance of what makes each child unique and seek out ways to celebrate special events. Through the celebrating of different festivals special to some children, all children are able to learn about different cultures and beliefs, for example.

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

The manager and staff team are highly motivated to ensure every child makes excellent progress. As a result children's learning and development is significantly enhanced. Through thorough and continuous evaluating and monitoring of the educational programme, staff plan creatively to meet the needs of each child. In addition to evaluating the impact of their care of the children, staff observe each other and evaluate their own practice. This means staff further develop their already considerable knowledge to ensure a consistently high quality of care is offered throughout. Through highly effective tracking of children's progress, the manager and staff team identify areas of development to focus on. This ensures they effectively address all areas of learning for children and as a result, children make good progress. Through a continuous process of improvement planning within each room and through the leadership the nursery continues to bring even greater improvements. The nursery successfully links the forest school teaching ethos, with the Statutory Framework for the Early years Foundation Stage to effectively and creatively develop children's learning and development.

Staff build excellent partnerships with parents, which are developed through the exceptional key person system in place. Parents are fully supported and involved in their children's care. Parents actively participate in establishing their own child's levels of

development. Staff actively seek and value the views of parents and as a result, changes take place within the nursery. Staff meet individual children's care needs because of their commitment to working effectively in partnership with outside agencies.

Children's safety is a high priority within the nursery. All staff undergo a thorough recruitment process which helps to ensure all those working with children are suitable to do so. All staff have a thorough knowledge and understanding of how to safeguard the children in their care. Through effective staff training, robust policies and management development of the staff team, children enjoy learning in a variety of safe and stimulating environments. The staff provide a particularly rich environment for the children to enjoy. Children make active choices from a varied range of resources. The highly dedicated staff team plan and set up each environment indoors and outdoors in preparation for children's arrivals. For instance, two staff take additional resources to the forest for that day's activities. This means children's environments are continuously enhanced and learning opportunities added to. Children receive the warmest of welcomes when they arrive and become immediately engaged in purposeful activities.

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	EY280673
Local authority	Dorset
Inspection number	843614
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	42
Number of children on roll	82
Name of provider	Michelle Ann Wood
Date of previous inspection	13/11/2008
Telephone number	01425 656451

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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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