The quality and standards of the early years provision

This inspection: 3
Previous inspection: 3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

This provision is satisfactory

- The outside play area helps children to use their imaginations well, as they move resources around to extend and develop their play.
- Children visit different parts of the local community, which means they have good opportunities to develop an interest in different occupations and ways of life.
- Children of varying ages have lots of opportunity to mix with others. This promotes a strong family feel within the nursery.

It is not yet good because

- older children have fewer opportunities to use age-appropriate computer software, which limits opportunities for them to develop their understanding of information and communication technology.
- visual displays do not sufficiently represent positive images of diversity to help children learn about people's differences.
- the monitoring of staff has not fully addressed inconsistencies in practice, which means the needs of the children are not fully met.
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 completed two joint observations with the manager of the provision.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the nominated person, manager, two other practitioners.
  The inspector checked evidence of suitability and qualifications of practitioners
- working with children, the provider’s improvement plan. The inspector looked at policy and procedure documentation.
- The inspector looked at children's assessment records.

Inspector
Sandra Croker
Full Report

Information about the setting

King’s Day Nursery registered in 1992. It operates from a church building in Malmesbury, Wiltshire. They have access to an enclosed outside play area.

The nursery is registered on the Early Years Register. There are currently 54 children aged from birth to five years on roll. The nursery provides funded early education for children aged two, three and four years. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language.

King’s Day Nursery opens five days a week, for 51 weeks. It is not open on bank holidays. It opens between 7.30am to 6pm. There are eleven staff employed to work with the children; of these, eight have an early years qualification at level 3, two have an early years qualification at level 4, and one is qualified to degree level and has Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme for understanding the world by enabling children to use age-appropriate programs on the computer.

- improve the monitoring of staff to provide consistent support, coaching and training for the practitioner to promote the interests of children.

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

- improve displays for children to develop their understanding of people's differences and to raise their awareness of diversity.

Inspection judgements

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

Children are happy and relaxed in a welcoming and child-friendly environment. There is a balance accessible between children's own play choices and some adult-directed sessions, such as story time, and circle time. Staff work closely with parents from the start to
establish children's starting points and care procedures. Links with parents are established as they share details of their child's daily activities, as they are collected. Daily diaries keep parents further informed, as these point out their child's individual care routines. Some parents enjoy capturing their children's special moments. These 'Little Star' slips go into learning journals, to link to different areas of learning. Staff track children's progress using 'Development Matters in the Early Years Foundation Stage' and note the next steps in children's development. All children have an observation file, identifying how assessments highlight next steps in children's learning. Observations inform planning for children's individual learning needs. Children enjoy familiar routines, such as knowing where to place their comfort toys and hang their coats up. Mealtimes are a social occasion for all children as they prepare the table together, and sit with their friends. Babies and younger children are encouraged to feed themselves by using their own spoon and eating finger foods. These opportunities help to promote their growing independence, in readiness for their next developmental stage, and school.

Children make satisfactory progress in their learning because staff commit themselves to supporting them. Staff have a suitable knowledge of the learning and development requirements of the Early Years Foundation Stage, but this is not consistently applied by all staff. They suitably adapt activities and planning to meet the needs of individual children, including those with additional needs. Staff know where they are taking children next in their development. Staff use observations and assessments well to provide evidence for parents to understand how their children are progressing. Each child has their own development file. They contain colourful photographs, children's own mark making and creative work. Parents report the quality of this evidence has impressed them. Staff promote physical exercise well. For example, indoor opportunities for large group music and dance further enhance children's physical development. Even the youngest of children experience these activities with the older children. Younger children play with mechanical toys, achieving sound, light and movement. However, older children do not have the opportunity to interact independently with age-appropriate computer software. This limits their ability to develop skills in information and communication technology.

Children enjoy developing their creative ideas as they play imaginatively in a tent they make themselves. They grow towards independence during their daily play. Children are beginning to show interest in early writing and they have opportunities to access mark making materials to help promote this. Children of all ages enjoy using chalks in the garden, and enthusiastically use paintbrushes to wash the outside fence and shed. Children enjoy looking at books and listening to stories in a small group. Opportunities for introducing mathematical language are encouraged through shape recognition, puzzles, playing with the till in the role play shop. Staff enthusiastically support children by including themselves in their play and asking questions that extend their communication skills. This helps children to develop an understanding of how they use mathematics every day. These skills help prepare children for their move on to school. Some children select books they wish to read or create imaginary scenes with building blocks and small world toys. Staff help children of all ages to develop early literacy skills by listening to stories, and joining in with older children as they build stories around the toys in their play. Staff reinforce children's understanding and vocabulary by using appropriate words such as 'big', 'small' and 'high', whilst they play a jumping game. They also use spontaneous opportunities throughout the day, for example as they count out the beakers at lunchtime.
This helps children to move forward to their next stage of learning at school. Children are developing their understanding of the wider world as they go on local walks. They are starting to wonder at nature as they engage in planting activities and watch flowers grow. Staff know individual children well and help them make sufficient progress in their learning and development.

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

A key person system is in place and staff work closely with parents to ensure they know children's care needs well. Staff use children's own comforters and sleep routines are actively used to help children settle. This helps to support children's transition into the setting. Children have formed warm relationships with all staff, and they show confidence within the setting. Practitioners are kind and considerate and children respond as they happily give and receive cuddles. Children benefit from an interesting, welcoming environment where they can access a suitable range of age-appropriate resources. However, there are few visual displays to promote children's awareness of diversity. Children display good behaviour, and consideration for others. Staff provide lots of praise and encouragement, which promotes and supports children's achievements well. Staff teach the children about keeping themselves and others safe, for example, by using cutlery and scissors carefully.

Children learn about healthy lifestyles through activities where they take part in dance and exercise sessions. The garden and regular visits in the community provide opportunities for children to access fresh air on a daily basis, to promote their good health. Children learn about safety as they take part in regular outings to local shops and park. They have daily access to the outdoor play area and staff encourage them to take part in activities whatever the weather. For example, as a snow flurry falls, children shelter excitedly under the den they have made.

Staff promote children's understanding of healthy eating by involving them in creating displays showing foods that are good to eat. Healthy meals are prepared on site, and children comment excitedly on the appetising smell generated from the kitchen.

Older children are able to manage their personal needs independently. For example, when they come in from outside play they identify confidently they need to wash their hands. Staff support young children well, by regularly reminding them to use the toilet. They meet babies' personal needs well, effectively changing nappies to prevent the spread of germs.

Staff have established secure links with the local schools, where some children also attend. Children have support to make smooth transitions within the nursery as they have a visit to the pre-school room with their familiar key person.

**The effectiveness of the leadership and management of the early years provision**
Leadership and management have a satisfactory understanding of the Early Years Foundation Stage requirements. Staff have a clear understanding of their roles and responsibilities for safeguarding children. There is an appropriate safeguarding policy in place and parents are aware of staff's responsibility in this area. Staff routinely carry out other procedures, such as safe collection of children, and maintain daily records, including attendance registers, to support children's welfare. The inspection took place following concerns that were investigated by Ofsted. Ofsted set actions to improve recruitment procedures and safeguarding documentation required for the safe and efficient management of the setting. The provider has met the actions, and the inspection found that effective recruitment, selection and induction procedures are in place. The provider demonstrates a clear understanding of her responsibilities in relation to all safeguarding issues.

There is a programme of activities, experiences and opportunities that help children make sound progress towards the early learning goals. However, systems to supervise and monitor staff have not sufficiently identified the inconsistencies in their practice. The provider has made improvements by meeting the recommendations from the last inspection. For example, staff have improved their knowledge of the Early Years Foundation Stage Framework and, in the main, have a suitable understanding of requirements. Staff have informal discussion about the day's planning and hold staff meetings to discuss practice. The manager shows a commitment to improving quality, and works with staff to address areas for development.

Appropriate systems are in place to keep children safe. For example, all visitors are required to sign into the visitor's book. Parents use a finger print system to enter and exit the nursery. Risk assessments and daily checks minimise potential hazards, so they are able to play safely. Staff work generally well with parents, external agencies and other settings. Daily verbal communication, along with written information sheets, ensures that parents keep fully informed of their child's time at the nursery. These partnerships support children and secure appropriate intervention when they need additional help. Parents express their satisfaction with the care they receive at the nursery. Staff invite parents and carers to share their opinions of the nursery and to be involved in the changes that are being made. For example, parents have been involved in resourcing the outside area.

**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

<table>
<thead>
<tr>
<th>Registered early years provision</th>
<th>Grade 1 Outstanding</th>
<th>Grade 2 Good</th>
<th>Grade 3 Satisfactory</th>
<th>Grade 4 Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Judgement</strong></td>
<td>Outstanding</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Inadequate</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>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.</td>
<td>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.</td>
<td>Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.</td>
<td>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 inspected again within 12 months of the date of this inspection.</td>
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**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**

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<thead>
<tr>
<th><strong>Unique reference number</strong></th>
<th>146078</th>
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<tr>
<td><strong>Local authority</strong></td>
<td>Wiltshire</td>
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<tr>
<td><strong>Inspection number</strong></td>
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<tr>
<td><strong>Type of provision</strong></td>
<td>Full-time provision</td>
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<td><strong>Registration category</strong></td>
<td>Childcare - Non-Domestic</td>
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<td><strong>Age range of children</strong></td>
<td>0 - 8</td>
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<td><strong>Total number of places</strong></td>
<td>48</td>
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<td><strong>Number of children on roll</strong></td>
<td>54</td>
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<td><strong>Name of provider</strong></td>
<td>Kings Day Nursery School</td>
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<td><strong>Date of previous inspection</strong></td>
<td>07/04/2009</td>
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<td><strong>Telephone number</strong></td>
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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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