

Tonbridge Day Nursery

Inspection report for early years provision

Unique Reference Number	EY302116
Inspection date	09 July 2007
Inspector	Jackie Liffen
Setting Address	C/o West Kent College of Further Education, Brook Street, Tonbridge, Kent, TN9 2PW
Telephone number	01732 369229
E-mail	
Registered person	Asquith Court Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Tonbridge Day Nursery is one of 113 nurseries run by Asquith Court Nurseries Limited. It opened in 2003 and operates from five rooms in a single storey building. It is situated in the grounds of West Kent College, Tonbridge, Kent. A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 108 children aged from two to under five years on roll. Of these, 37 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 27 members of staff. Of these, 21 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to understand simple good hygiene practices when they take themselves to the toilet and wash their hands at the easily accessed hand basins. They are also becoming used to washing before and after eating food because the staff regularly remind them. Children usually play in a clean environment where good personal hygiene is part of the daily routine; they use disposable towels, anti-bacterial liquid soap and have individual flannels which are changed on a daily basis. Staff try to be diligent in keeping the setting clean for children by wiping surfaces with anti-bacterial cleanser and wearing different coloured plastic aprons and gloves according to the activity. For example, staff wear blue aprons when helping children with their food. Children take part in regular physical activity outdoors when they have free movement indoors and out. They play on a small slide and climbing frame but also have the opportunity of investigating other provision such as a wild garden and water play. Children rest and sleep at regular intervals. Babies use cots; toddlers have sleep mats and pre-school children sit comfortably on the cushions in the book corner. The setting has efficient medication procedures where, if necessary, parents bring medicines on a daily basis so that their children's welfare is enhanced. However, in some circumstances the accident book is not always completed sufficiently well, so that children's co-ordination of care is compromised.

In the first baby room adults are required to change or cover their shoes before entering to ensure that children are not affected by the spread of germs. However, some of the toddlers put sand into their mouths. Staff records show that sleeping babies are checked every ten minutes and the group are in the process of initiating systems to ensure that each baby uses the same cot throughout the day, so that they always have individual, clean sheets.

Meals are devised by head office and freshly cooked on site so that children benefit from nutritious food. Children's dietary needs are carefully catered for by staff who have regard to the details entered onto their individual place mats. Pre-school children help themselves to water at any time and babies and toddlers receive regular documented drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into suitable, child-friendly premises where the layout of the offices and playrooms are conducive to the smooth running of the setting. Babies and children are allocated to one of the five well-equipped rooms according to their age and stage of development. In one room, however, private bags are stored in a low-level cupboard; also a mop and bucket is kept by the entrance to the toilets and these present an obstacle to both children and staff. Children use age-appropriate furniture and equipment which is sufficient for the numbers attending the nursery. The air conditioning is usually monitored for children's comfort although occasionally the control is lost which causes unexpected problems. Children choose from a range of suitable and safe activities which are generally well-maintained and safe. Most children are learning to avoid dangerous situations, although more care is needed in the baby/toddler rooms especially with regard to the toys, sand and water that they put into their mouths. Sometimes children also hurt themselves in the outside play area where the apparatus, such as the slide, are well used. The setting has very effective fire safety arrangements and children are becoming familiar with the routine fire drill which is practised every three months. Staff use extra large cots on wheels in order to carry babies to a place of safety. Children

are safeguarded from abuse because staff understand their responsibilities and use the statement of arrangements for the protection of children. Some adults are suitably trained and have a sound knowledge of the procedures to be followed if concerns are raised about children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the setting with their parents who help them remove their coats and take them into the allocated room. Most children then sit down to eat breakfast and are learning how to manage utensils and feed themselves. Some children are distressed when their parents leave and staff either ignore them or give them extra attention according to the action agreed with parents. Children slowly become interested in some of the activities on offer particularly when staff members sit down with them. The nursery is well equipped and a number of toys are thoughtfully presented so that children easily access the provision. However, most of the children tend to need support and encouragement before exploring and investigating the activities on offer. Most of the time babies receive suitable attention from staff although sometimes the resources, such as the plastic mobile phone which they put into their mouths, are not suitable for their stage of development.

Nursery Education

The quality of teaching and learning is satisfactory. Staff follow instructions relating to daily planning in order to interact with children as required. Children tend to be slow to explore and investigate independently because they prefer to be guided by adults, who sometimes are under pressure to make sure that children are learning as much as possible. Staff try to help children to develop but the curriculum planning is not clear, and often children achieve things and adults do not notice. Staff miss opportunities to reinforce and consolidate children's learning. Children tend to have a great deal of time for free play although sometimes they are challenged and helped to reach their potential by staff who introduce learning topics in small groups. Children quickly respond to adults who are interested in what they do and say and are beginning to relate to each other as they play imaginative games. For example, two children enjoy a game of 'shopping' as they fill their baskets with pretend items such as dishwasher tablets. Some children are becoming confident to make decisions as they gravitate towards a specific activity in the room. Children have a wide choice of good quality toys which are easily accessible. However, staff do not always support children effectively so that they are empowered to investigate and explore, whilst extending their interests in different areas.

Most children gradually settle and feel secure within the setting and some become excited and motivated to learn when new activities are introduced. Most of them are becoming competent at using the utensils at mealtimes. However, some children are unsure of the boundaries and become disruptive because they are bored. Children sit quietly as they enjoy listening to stories or taking part in creative projects. They are beginning to learn to recognise their own names as staff encourage them to write on their paintings. Children are also gradually assimilating the names of common objects because they recognise the various name labels that are used. They respond with interest to any adult who has time to converse with them and are curious about anything different within the setting.

Children play freely in the garden and have a wild area to investigate if they wish. Although children have some technological toys such as a calculator to play with, they have limited opportunities to extend their learning. Children are beginning to say and use number names

in familiar contexts as they count how many slices of apples and pears they have at snack time. They are encouraged to count everyday objects when staff ask them to count the number of children sitting around the table. However, there are missed opportunities for children to extend their knowledge and understanding of maths throughout the day. Some children use language to describe and compare shapes as staff introduce them to specific games. They also recreate simple patterns during their junk play and when undertaking creative activities. Children have opportunities to explore colour, texture, shape and form as they draw around their hands, but they are not encouraged to independently produce the finished product because a member of staff cuts out for them. Musical instruments are displayed on an easily reached stand, but children take little notice of them until prompted and then they are unsure how to use them. Staff encourage children to move confidently under and over the climbing frame in the outside play area. Children also enjoy using the different wheeled toys to promote their imaginative games. Indoors they play with a supply of bricks and start to build pretend houses in one corner of the playroom; they are also encouraged to colour and fold paper.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued within the setting and staff know the importance of giving each child equal respect and concern. The manager ensures that children's records are suitably kept so that each child is treated as an individual. Overall spiritual, moral, social and cultural development is fostered. Children benefit from some resources which help them value diversity such as play figures, finger puppets and dolls. However, the range is limited and they are not assimilating knowledge and understanding from their surroundings because there are few pictures on the walls at their level.

Children have their specific needs met by adults who try to work in partnership with parents and carers. The co-ordinator attends courses and cascades the information to staff so that children receive the best care possible. She liaises closely with parents so that children with medical conditions or special needs have a suitable care plan which is reviewed every three months.

The provider is aware that no corporal punishment must ever be used on any child in their care. Children are learning to respond to appropriate expectations for their behaviour because staff try to bend down to speak with them when they misbehave. However, sometimes children are told off by staff who speak quite loudly to them. Most children behave well when they are given suitable attention from members of staff.

Partnership with parents is satisfactory. Parents are informed about some aspects of their children's care but are not receiving regular information regarding how the daily activity plans link in with the early learning goals. Children's welfare is maintained because the nursery ensures that parents give clear, signed permission for them to undertake activities such as administering sun cream and taking photographs. A number of parents occasionally have concerns about the way their children are cared for, but all of them are happy that the manager listens and responds appropriately to rectify the situation so that children benefit. Children's co-ordination of care is enhanced because staff ensure that parents receive daily reports on their children's care.

Organisation

The organisation is satisfactory.

Children's security and development is generally maintained because the manager of the setting has a clear sense of purpose and a commitment to continual improvement. Staff attend a number of training courses including behaviour management and first aid. Leadership and management is satisfactory. The administrative team ensure that all staff are suitably checked in order to safeguard children's welfare; they have clear procedures for the recruitment, vetting, induction and appraisal of staff so that the systems are robust enough to protect children.

Children's well-being is maintained because the manager and her team give regard to ensuring that children receive adequate care. However, the supervision of some activities such as sand and water in the baby rooms is not sufficiently well managed. Children are not always receiving sufficient attention to promote their learning and development in all areas. Record keeping systems are used well to meet children's needs. Documentation is filed confidentially in a locked cabinet and also some information is kept on a computer. Policies are clear enough to ensure children's continuity of care and the provider is aware of the regulations regarding some procedures such as when dealing with complaints.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to ensure that the children's resources, toys, equipment and environment are safe and well maintained. The rooms now have a variety of age-appropriate, activities in each and staff check toys for safety at the end of each day.

The nursery was also asked to develop and improve on the interaction and support offered to all children throughout their activities and play to ensure that their needs are met at all times. Staff now make an effort to spend time with children, both in small groups and on a one to one basis.

They were asked to ensure that children make good progress towards the early learning goals by providing regular and sufficient challenge in all activities. Although children still spend some time wandering around, staff try to make an effort to gain their attention in particular areas of learning from time to time. All staff have now attended training courses on behaviour management and understand the importance of relating to children at their level when modifying unwanted behaviour. The registration system in each room is now improved in order to show the names of the key worker staff who look after each child.

Complaints since the last inspection

Since the last inspection there have been complaints relating to National Standard 2: Organisation, that adult:child ratios were not being met; that there was no manager at the setting and the deputy was on holiday. Ofsted carried out an unannounced inspection. The provider took steps to meet the action raised and remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consolidate arrangements to make sure that each baby has clean linen on the cot at all times and ensure that the toys babies put into their mouths are clean and suitable
- ensure that all accidents are recorded
- provide a daily risk assessment for each room detailing possible dangers and health issues
- improve on the range of activities to help children appreciate diversity and develop staff's knowledge and understanding of anti-discriminatory practice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to recognise numbers and promote their natural curiosity during play
- consolidate arrangements to make sure that children make good progress towards the early learning goals
- provide opportunities for parents to read about how the weekly and daily plans link in with the early learning goals.

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