

# Hadlow Garden Day Nursery - Kinder Group Limited

Inspection report for early years provision

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| <b>Unique reference number</b> | 127216                             |
| <b>Inspection date</b>         | 16/02/2009                         |
| <b>Inspector</b>               | Linda Margaret Nicholls            |
| <b>Setting address</b>         | Court Lane, Hadlow, Kent, TN11 0DU |
| <b>Telephone number</b>        | 01732 850777                       |
| <b>Email</b>                   |                                    |
| <b>Type of setting</b>         | Childcare on non-domestic premises |

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Hadlow Garden Day Nursery was first registered in 1999 and is managed by Kinder Group Limited. The nursery operates from one building located in the grounds of Hadlow College, in Hadlow, Kent. The surrounding area is rural. There are four playrooms for differing ages, two bathrooms, a kitchen, an office and a large, enclosed outside area. The nursery operates from 07:30 until 18:00, Monday to Friday, 52 weeks a year. A maximum of 60 children may attend at any one time.

The nursery is registered on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. There are presently 42 children aged from one year to four years on roll. The nursery can support children with learning difficulties and/or disabilities.

There are nine staff who work directly with the children, of these, all but one hold relevant early years qualifications. The nursery provides funded early education for three and four-year-olds. The nursery receives support from the Kinder Group head office and the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Hadlow Garden Day Nursery promotes children's welfare and learning well so they make good progress. Boys and girls are respected as individuals and enjoy learning about their community and the world around them. The nursery provides an inclusive service and children's welfare needs are effectively met. Parents receive detailed and effective information through a variety of methods so that they are aware of current expectations and can extend their children's learning. A self evaluation process has been initiated and priorities for continuous improvement are identified resulting in a provision that is acutely responsive to the needs of all its users.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure children's individual assessments are recorded consistently throughout the nursery and the outcomes of proposed next steps to learning are identified
- consider the introduction of smaller jugs to support children's developing confidence when pouring drinks so that their independence is extended and their contribution to snack time is recognised.

## The leadership and management of the early years provision

Experienced, proactive leadership manages an effective self-evaluation process that builds on established quality management systems. Records, policies and

procedures are analysed and professionally presented to ensure the needs of all children are met. Senior staff and the administration at the company Head Office ensure all adults working with children are safe to do so. Resources, including staff, are well deployed with consideration of general age groups and individual needs. Although there is a board identifying staff, professional roles and individual qualifications are not displayed.

Thorough and regular risk assessments are in place which reflect an effective and detailed induction for staff to ensure that risk is minimised. An effective evacuation procedure is displayed and is practised each month, which means children know what is expected from them in an emergency situation. Regular team meetings and quality checks monitor and identify targets for further improvement, such as, developing the stock of dual language books or brightening up the entrance to the nursery. Improvements since the last inspection encourage children to make increasingly independent decisions and to secure the skills they have developed at their own pace. Resources and planned activities are developed throughout the nursery so that boys and girls learn about their community and the wider world. Inclusive practice is promoted well with photographic displays in each room as well as resources, such as, dressing up items and small world toys. The nursery provides positive images of physical differences and disabilities which have a beneficial impact for all children attending.

A variety of very effective links with parents, carers, external support services and other provision in the Kinder group provides a secure framework to the weaving together of care and education for children. Good quality information about the Early Years Foundation Stage is displayed so parents are informed of general learning expectations. Individual children's progress is observed and assessed for parents information although recording standards are not totally consistent throughout the nursery.

Children are safeguarded by well trained, professional staff who know what to do should they have concerns for a child in their care. There is an established child protection procedure to liaise with the Local Safeguarding Children Board. Senior managers have received recent training. Parents are well informed and contact numbers are displayed for information.

## **The quality and standards of the early years provision**

Children are happily engaged in play and learning throughout their stay at the nursery. Members of staff interact positively with children, chatting with them and supporting their chosen activities. Staff routinely evaluate activities, make clear observations and plan effectively to support individual next steps to learning although the learning outcomes to these are not always identified. Resources are easily identifiable and accessible at child level and children complete 'Plan, Do and Review' sheets contributing to the continuing assessment of their own progress. Staff are well deployed in each room allowing children to play independently or to engage in adult-led activities such as making and painting animal figures.

Children engage members of staff with confidence, asking them to join their play.

They grow to be confident communicators as they name animals in a picture book and explain the dinosaurs are 'eating compost dinner.' They experiment with flour, oil and water to make their own play dough, they pour water through colanders and stir bubbles in a mug. Children know their work is valued. Colourful examples of children's craft work and photographs of their activities decorate the lobby and each room. Children learn at their own pace, show they are interested and are proud of what they do as they paint the large cardboard box blue; 'It's a boat, it's a boat,' they gleefully shout. Children develop confidence with number as they count out plates or the number of children present and add one more. They challenge themselves to problem solve as they construct the train track. They respond to questions that introduce mathematical language, for example, when asked to hand them items that are 'bigger' or 'smaller'. Children learn to recognise number through activities, such as, counting rhymes or using the play laptops.

Children are stimulated and engaged making secure progress in their learning and development because adults are caring and responsive. Babies are provided with close care and attention from staff who demonstrate they know the children well. Children develop friendships as they play together. They happily engage each other in the book corner or on the large play equipment both inside and outside. They are active and healthy because outside play is planned daily. Music and movement, songs and rhymes encourage children to recognise pattern and sounds as they develop language skills.

Adults respect children's differing backgrounds and work effectively with parents building good relationships with the children to meet their individual learning needs appropriately. Children with English as an additional language are supported well. Staff learn basic words in an individual's home language to aid communication. Activities are planned throughout the year to reflect diversity in local communities and to challenge stereotypes.

Staff interact very well with the children, they are good role models, giving clear explanations as to their expectations, such as helping children learn to share resources, take turns and speak politely. Consequently, children learn to behave well. Children learn to be kind to one another and to respect each others differences. Their social skills are reinforced as they sit together to eat lunch. They take turns to talk, listen to each other or chat to members of staff that sit with them. Members of staff liaise closely with parents to meet children's individual dietary requirements. They promote children's confidence and independence encouraging them to serve themselves with pieces of fruit. Some children attempt to pour drinks but the use of large, full jugs prevents those less confident from extending their skills. Children acquire effective strategies to keep themselves safe, such as picking up play resources that others may stumble over or holding scissors with blades closed when talking so they do not cut themselves.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 2 |
| How well are children helped to enjoy and achieve?                                                    | 2 |
| How well are children helped to make a positive contribution?                                         | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.