

Whitstable Day Nursery

Inspection report for early years provision

Unique reference number	EY320142
Inspection date	13/03/2009
Inspector	Peter Wakeman
Setting address	Joy Lane Junior School, Joy Lane, Whitstable, Kent, CT5 4LT
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Type of setting	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

Whitstable Day Nursery is one of four settings run by Kindergarten Kids Ltd. It was registered under the current management, in 2005. It operates from four rooms within a modular building in the grounds of Joy Lane Junior School, Whitstable. Children share access to a secure enclosed outdoor play area.

Links with other Early Years Foundation Stage providers who receive nursery children have been established. There are few links with school as it is a junior school.

The setting is on the Early Years, compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. There are currently 24 children on roll, of whom 11 receive funding for nursery education. The nursery is open each weekday from 08.00 to 18.00 throughout the year.

The nursery currently supports a number of children with learning difficulties of disabilities. There is disabled access to the setting.

Five members of staff work directly with the children. All hold appropriate early years qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff place a high emphasis on health and safety, ensuring that children are well cared for and secure. The ethos of the nursery is learning through play. Children enjoy their time and make good progress. An interesting range of activities is provided daily, based on their interests. The setting is inclusive and caters well for the needs of children with learning difficulties and/or disabilities. The manager has good systems in place to monitor and evaluate the provision, so capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- develop the setting's self-evaluation system
- increase the opportunities for children to use simple ICT equipment to support their learning

The leadership and management of the early years provision

Staff work well together as a team and the manager leads them and provides them with specific guidance. Additional training is encouraged to extend staff knowledge. All issues from the previous inspection have been effectively

addressed and the nursery has made substantial improvements in the care and guidance it provides.

There are clear procedures for safeguarding children. They are protected from harm by a knowledgeable staff team, who have a good understanding of child protection issues and how to implement them should the need arise.

Safeguarding policies and procedures are all in place and are carried out to ensure children's security and happiness. Self-evaluation has started with all interested parties being consulted. However, the manager recognises that this needs to be developed further.

Parents are welcomed into the setting and encouraged to be involved in their child's learning and development. They are kept informed of ongoing events through notices and newsletters. All the setting's policies and procedures are easily accessible. Each child's key person shares detailed information on their child's progress and welfare. There is close liaison with the parents of children with learning difficulties. Recent parental questionnaires indicate that they are very happy with the provision. As one parent commented, 'The nursery prepares him very well for school'.

Although the setting does not have specific links to the adjacent school, it does maintain liaison with all schools it feeds and has clear links with outside agencies to support its children

The quality and standards of the early years provision

The nursery is bright and welcoming and staff ensure it is clean at all times. Children are happy and settled. They enjoy a good range of activities in all areas of learning. Children's welfare is promoted well. They have excellent relationships with the staff and with each other.

Monitoring is good and ensures that a close check is kept on children's development. There is a strong focus on the individuality of children and their interests. The next step plans identify how children's learning will be developed by utilising these interests. Thus ensuring individual learning needs are well planned for. As a result children make good progress in their learning and development. Adults make frequent jottings and longer observations which are used to determine children's 'next steps' of learning. These are reviewed and evaluated against the early learning goals. Thus ensuring gaps in learning are identified.

Sessions are well organised, reflecting a good balance between adult-led and child led activities. They learn about a range of materials, playing with sand and water. Completed work is frequently displayed, helping them to take a pride in their achievements. They are encouraged to increase their knowledge and understanding of the world by planting seeds and exploring the investigation table which shows the life cycle of frogs.

Children learn about healthy lifestyles as they eat tasty and nutritious snacks at

break time. Those who stay for lunch sit down together happily and enjoy their meal. Personal hygiene is stressed at all times. They like the daily opportunities to play outside, enjoy the fresh air and develop their skills in balancing, climbing and jumping. All these contribute to their understanding of a healthy life style.

Those with learning difficulties and/or disabilities are given good support and are fully included in all activities. Children are developing good early reading and writing skills through a range of experiences, such as taking their name card when it is time for a snack.

Opportunities are used to reinforce language and number skills through children's interests. During the shared reading time, one group listened attentively to a staff member reading a story to them. They were encouraged to predict the end of the sentence using rhyme as the prompt. At the beginning of a song some children showed their understanding of number by using their fingers to indicate the countdown to the start. Information and Communication Technology (ICT) resources are, however, limited and need to be improved. These activities effectively help to promote children's economic well being.

Through small group work children are encouraged to verbalise their thoughts and feelings. Great emphasis was placed on helping children understand them. Staff record pupils' comments both with signs and by writing on a whiteboard. This helps the children see the link between writing and words. For a child with delayed speech, Makaton signing was used.

Children show good gains in understanding, confidence and self-motivation. Behaviour is very good and, if a rule is broken, children are reminded sensitively.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 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.