

# Longacre Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY269941  
**Inspection date** 08/04/2009  
**Inspector** Susan Linda Capon

**Setting address** 28 Pilgrims Way East, Otford, Sevenoaks, Kent, TN14 5QN

**Telephone number** 01959 522473

**Email**

**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**

Longacre Day Nursery opened in 1998. It operates from a large detached house situated in Otford in Sevenoaks. The premises are made up of three playrooms, a sleep room and associated office, kitchen, staff room and toilets. There is a secure garden available for outdoor play.

A maximum of 19 children under eight years old may attend the nursery at any one time. There are currently 61 children aged from three months to five years old on roll. Children attending come from a wide catchment area and may attend a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and those with English as an additional language.

The nursery is open each weekday from 08.00 to 18.00 all year round.

The nursery employs seven staff. Of these, five staff including the manager, hold appropriate early years qualifications and two staff are working towards a qualification. The manager is working towards her foundation degree in childcare. A housekeeper works each day during term-time only.

The nursery ethos is Learn through Play and Montessori based. Support is provided by an area manager linked to the company, the local early years team and area Special Educational Needs Coordinator. The nursery has acquired Investor in People status, four stars for its food hygiene provision and achieved the Kent Quality Mark Accreditation in childcare.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The excellent staff team work extremely well together under the direction of a very effective manager, promoting every child's all round development and welfare needs throughout the day. Every child is making excellent progress through the early learning goals, meeting their individual potential. The fully inclusive practice throughout the provision ensures the individual needs of every child are met at all times. All parents receive extensive information through the groups' policies and procedures, regular newsletters and website, enabling them to be fully involved in their child's learning and development. The staff team are clearly able to continue to develop and improve their childcare practice throughout the setting through their regular extensive self-evaluation systems fully implementing all areas raised.

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

To further improve the high quality early years provision the registered person should consider:

- review the staffing levels when preparing the younger children for the garden, preventing them getting bored as they wait for everyone to get ready.
- continue to develop the outdoor play area adding the sensory area, extending children's opportunities to develop their exploration skills and knowledge and understanding of the world about them.

## **The leadership and management of the early years provision**

The management of the nursery have worked extremely hard since the last inspection to ensure staff feel valued and included in the overall provision provided. Clear information, demonstrating how to promote a professional approach to their work has resulted in the formation of a strong, dedicated team who provide a family-like facility. This enables all parents and their children to feel at home and welcome in the setting. Staff fully implement the regularly reviewed policies and procedures, ensuring continuity of care is provided at all times. They continue to attend additional training opportunities, ensuring they keep abreast of changes in childcare while extending their personal knowledge, understanding and overall skills. For example, staff have attended courses on Inclusion and Equality, Working with Parents and My Unique Story. All children are well safeguarded through the rigorous employment checks, ensuring all staff are suitable to work with children. Excellent procedures for new staff ensures they have a clear understanding of their personal role and responsibilities within the setting. No un-vetted persons are ever left alone with the children, maintaining their personal safety at all times.

The day nursery staff constantly carry out an extensive self-evaluation of their provision. They have achieved accreditation status and continue to build on this, incorporating the views of all staff, parents and children on a regular basis. Continuous plans for development include making part of the garden into a sensory area. Detailed risk assessments for all areas of the provision ensure everyone is aware of their personal role and responsibilities for ensuring the premises are safe, secure and suitable for the children every day. Inclusive practice is high on the groups' agenda. They continue to develop their skills in Makaton signing to support all children in the nursery. Excellent support systems for children with English as an additional language or those with learning difficulties and/or disabilities enable children to develop and progress at their personal rate. Staff liaise closely with parents and other professionals, promoting continuity of care for these children. Younger children's individual daily routines are fully incorporated into the setting, promoting continuity of care. This in turn helps new children settle quickly and feel part of the group.

Extremely strong relationships are developed with all children's parents and carers. Regular questionnaires ensure staff continually review their practice and make changes as required to incorporate parents' views when appropriate. For example, the team sought the advice of a nutritionist when parents requested a change to the menus. New menus have now been introduced. Parents find the setting

peaceful and tranquil. They feel the staff are professional, approachable and friendly, enabling them to discuss any concerns they may have. All parents have access to the group policies and procedures, ensuring they understand the ethos of the setting and the day-to-day operational procedures.

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

The dedicated, hard working staff team have developed a close relationship with all the children in the setting. They provide an extensive programme of interesting, stimulating activities every day, fully supporting each child's learning and development. Everyone feels welcome and part of the family-like provision.

The children's welfare and safety is paramount to the staff. A high adult to child staff ratio ensures the children are fully supervised when playing indoors and outdoors. However, some staff are not vigilant when preparing the youngest children to go outdoors to play, culminating in some getting bored and into mischief. Staff deployment outdoors is excellent, enabling children to access the different areas of the garden in safety. The children know the rules of the setting. For example, they know they should not use the large play apparatus if an adult is not available to supervise them. The premises are very safe and secure, preventing a child leaving unnoticed.

Children are very aware of the importance of being healthy. They have their own patch of garden for growing fruit and vegetables, which they enjoy tasting when they are ready to eat. Healthy, home-made nutritious meals and snacks incorporate fresh fruit and vegetables on a daily basis. Individual dietary needs are closely monitored, ensuring all children receive appropriate food and drink at all times. Children constantly develop their independence skills as they serve themselves at all meal times. Many children now eat better as they return for second and third helpings of food at lunchtime. Children, using low chairs, are close to the main dinner table, ensuring they are part of the group and fully included. All the children thoroughly enjoy their time in the garden, enjoying fresh air and exercise on a daily basis. Staff have additional coats, trousers and Wellington boots available, enabling children to use the garden all year round. For example, children love playing in the snow and weeding the vegetable plot ready for planting.

All staff are fully conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into their daily routine. Excellent observations, assessment and planning ensures every child is fully included, enabling them to develop and progress at their own rate to meet their personal potential. The programme offers a good balance of adult-led and child-led activities throughout the day. The older children enjoy some of their time in the Montessori equipped room exploring the equipment and developing their skills. For example, two children explore the sounds activity together and progress to work together to find the shakers, making the same sound. Staff support this learning through additional discussions about loud and soft noises. Younger children enjoy completing numerous puzzles unaided, including a map of the world. They are keen to know the names of the continents and understand the blue in the puzzle is water. All

staff know the children well. Key workers work closely with their children and parents. Well written reports are discussed with parents, offering them the opportunity to add their own views and suggestions, keeping them fully involved in their child's individual development and progress.

Every child is making excellent progress towards the early learning goals. Babies and young children pull themselves up on the furniture and have ample space to develop their walking skills indoors and outdoors. They enjoy listening to a story with staff in the comfy book corner on their own or in a small group. For example, 'Dear Zoo' is a favourite as the children make the animal noises, relating to the story.

The children enthusiastically use the large play equipment in the garden, developing their climbing, jumping and sliding skills. Older children are keen to explore the covered area on the frame, making up their own games as they play cooperatively together. All the children enjoy exploring their surroundings, finding the bugs under the large trunks and watching for the ladybirds and butterflies to appear from their habitats in this area. They discuss the progress of the local builders who are working on the house next door. For example, staff discuss how high up the men are, the weight of the tiles they are carrying and whether the children think they should be wearing hard hats in case they fall. Younger children enjoy bird watching from their playroom and discuss the fox, making its way across the grounds. All the children are confident in the setting as they play with one another and converse with the staff. They are keen to attend and look forward to participating in small group activities and individual play throughout their day. Children particularly enjoy exploring the sand indoors and outdoors. They love adding water and exploring the sand as it changes. Hunting for different sized shells buried in the sand, develops a good discussion, relating to bigger and smaller as they play. Children's attention is maintained when using the 'What's in the Bag' activity for singing. Children select an item and identify which nursery rhyme it relates to. For example, a black sheep and a mouse. All the children sing enthusiastically and with gusto as they sing the rhyme and include the actions. Children confidently follow instructions for making an Easter basket, selecting their own resources to decorate this later in the day. Regular opportunities for developing their imagination and creativity are provided through play dough, paint, role play and moving to music. They particularly enjoy making up their own stories and plays, using the theatre and finger puppets. Children create their own pictures, sometimes using the available shapes as a base. For example, one child says he is drawing a rocket bird picture from a trapezium shape, which he knows his mummy will love. Opportunities to develop their writing, drawing and mark-making skills are available indoors and outdoors, throughout the provision. Many children have good pencil control and some are able to write their own name, using recognisable letters. Regular opportunities to develop their knowledge and understanding of the world about them and other people are promoted through the good range of resources and activities incorporated into the planning, for example, Holi and Chinese New Year. Children behave very well throughout the nursery. They know the rules of the group and look upon one another as their friends. Consistent boundaries enable staff to quickly and calmly resolve any disputes, enabling everyone to play harmoniously with one another.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.