

Well Place Day Nursery

Inspection report for early years provision

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Inspection date	04/09/2009
Inspector	Stephanie Graves
Setting address	Penshurst, Tonbridge, Kent, TN11 8BH
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Well Place Day Nursery opened in 2003 and is registered by Ofsted on the Early Years Register. The nursery operates from a two storey building, with baby care situated on the first floor. The setting is located in a rural location near Tunbridge Wells in Kent. The nursery is accessible and all children share equal access to an enclosed outdoor play area. The setting is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered to care for a maximum of 44 children in the early years age range at any one time. There are currently 34 children aged from three months to under five years on roll. Children come from the local and wider community. The nursery currently supports a number of children with learning difficulties and also a number of children speaking English as an additional language.

The provider employs ten staff. Of these, five hold relevant early years qualifications and three members of staff are working towards a qualification. The setting also employs a qualified cook. The nursery receives support from early years advisory teachers and the Day Nursery Association. The group provides funded nursery education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners fully understand children's unique needs and make sure their welfare, learning and development are well promoted. Children are able to explore and play within safe boundaries and play amicably together with good adult support. The partnerships between the nursery, parents, and other settings helps to provide consistency of care and learning, enabling children to make good progress. The provision's capacity for maintaining ongoing improvement is good, with clear improvements made since the last inspection. This helps to promote effective outcomes for each child attending.

What steps need to be taken to improve provision further?

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

- continue to develop methods of ongoing observational assessment to inform planning for each child's continuing development
- continue to develop systems to match children's observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through clear procedures that promote their welfare at all times. Practitioners are clear about child protection issues and are able to access important guidance easily in the event of a concern. The use of risk assessment is good and two daily checks help to identify any possible risks to children and minimise these swiftly. Security is very well considered within the setting. For instance, clear procedures are implemented for the safe collection of children and all visitors are challenged and their details recorded. This helps to ensure children are safe, secure and their welfare promoted at all times.

The group is committed towards striving for improvement, benefiting the children and families using the service. This is evident through ongoing training updates and following the recommendations of early years advisers to improve the provision for children. Resources are plentiful and well used to challenge and extend children's learning potential. Children are grouped appropriately according to how many are attending at any one time. Toys and resources are freely available to children both indoors and in the outdoor play area. The furniture and equipment is suitable for children of all ages and stages of development and is checked regularly for safety and hygiene.

The nursery offers a very inclusive environment with positive images of diversity included throughout the setting. All children and their families are treated with equal regard and their wishes are respected. Good consideration is given to providing equipment to promote children's independence. For instance, drinking jugs are small and manageable and help children pour their own drinks successfully at snack time. Resources are very well labelled for babies and children of all ages making these easily accessible to all.

The systems for self-evaluation are good. A variety of written information clearly demonstrates what the setting does well and what will help to promote improvement. For example, the group are currently working to develop the outdoor area and role play opportunities, which have already been partly completed. Staff training needs are continually promoted and the systems for observational assessment are being developed. This reflective practice helps to ensure that the setting is moving forward to meet needs of the children and their parents and carers.

The partnerships forged with outside agencies and others professionals help ensure all children receive the support they need to make good progress. The group engages with parents and carers on an ongoing basis to ensure information is shared effectively. Parents and carers are actively involved in the learning and development of the children. For example, parents know they are welcome at any time to share in their children's experiences and grandparents often visit to read stories. This effective partnership helps children receive consistency of care between home and the nursery environment.

The quality and standards of the early years provision and outcomes for children

Children benefit from effective adult support. Practitioners promote their independence, for example, by being very attentive and encouraging them to complete tasks and make choices in their play. The learning environment is rich in experiences and resources that cover all areas of learning, both indoors and out, to help children make good progress. Practitioners ask very effective questions, to help children think and respond. For example, they ask them if they can find a 'blue' or 'yellow' brick at tidy up time and encourage their communication skills as they take part in group activities. The children are able to explore concepts relating to information and communication technology. These help them discover how things work and teach them to follow simple instructions.

Through good adult input, children learn to problem-solve and explore simple subtraction. For instance, they work out how many sausages are left in the pan during song time and work out how many boys or girls are in the room to prepare places at the table at snack time. The needs of children with learning difficulties and those speaking English as an additional language are met because they receive individualised support to help them make good progress. Observational assessment is used to chart children's progress from before they start at the setting. This does not always clearly demonstrate how observations are matched to the expectations of the early learning goals, although the weekly planning incorporates activities to move individual children on in their learning. All the areas of learning are covered to ensure children receive a broad and balanced range of experiences.

Children enjoy the experiences and routines provided. For example, some become excited as they talk about making cakes, while others talk about what they are painting or drawing. They enjoy role play and mark making and happily discuss what they are doing with adults and one another. They follow the routine well and actively take part in group activities, such singing and story times and discussing their home experiences. Children of all ages enjoy exploring and investigating, for instance, as they experiment with 'sprinkles' from a baking activity or explore sensory experiences and natural materials that promote the use of the senses. They enjoy feeding the pet snails with 'cucumber' and 'courgette', which encourages them to care for living things. Outdoor experiences encourage children's physical skills and exploration of the natural world.

Children demonstrate a sense of feel safety within the setting. For example, those new to the setting develop trusting relationships with their key person and begin to explore their surroundings. Children learn to use equipment safely and know why they must not run around inside. They follow good hygiene routines, such as, knowing when to wash their hands and have good opportunities to experience physical play. Children enjoy a very healthy selection of meals and snacks. They are actively involved in food preparation and learn to try new foods. Snacks include bread sticks, grapes, strawberries, and orange segments. Meals incorporate cultural variations, and during the inspection children were observed enjoying chicken curry, rice and naan bread, with fruit salad and yoghurt for dessert. Menus

are rotated every four weeks to offer very good choice and variety.

Children are well behaved and enjoy the input of practitioners who take time to encourage and praise them for their achievements and positive behaviour. They learn to develop respect for others and the importance of concepts related to recycling and caring for the environment, for instance, as they save rain water and learn about the natural world around them. Children learn to take responsibility, for instance, as they help to tidy away or collect the name cards at meal times. Practitioners are good role models who use behaviour management strategies that promote children's confidence and self-esteem at all times.

Children develop skills that help them move forward in their learning. For example, they are inquisitive as they respond to adult input or select their own experiences. They have access to a range of concepts relating to information and communication technology and enjoy taking part in many experiences that help to promote their problem-solving skills and communication, language and literacy abilities. This helps them to develop the necessary skills and abilities for their future learning and development.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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