

# Discovery Nursery LTD

Inspection report for early years provision

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**Unique reference number** EY290188  
**Inspection date** 20/11/2009  
**Inspector** Jane Wakelen

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Discovery Nursery Ltd was registered in June 2004. It is run by a limited company and operates from two rooms in the Dover Discovery Centre in the town centre. There is access to a fully enclosed outside play area. A lift is available from the entrance of the centre to the first floor where the nursery is located. It is open each weekday from 8.00am to 6.00pm all year round.

The nursery is registered on the Early Years Register. A maximum of 24 children under eight years may attend the nursery at any one time. There are currently 51 children aged from two years to under five years on roll. The nursery currently supports children with learning difficulties and/or disabilities. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

There are six members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2. All staff are training to further their qualification to NVQ level 3 or 4. The group receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because staff have a secure knowledge of the Early Years Foundation Stage. A good range of resources and activities are easily accessible to children to promote their independence and support their learning in most areas of their development. Staff work in partnership with the parents to ensure children's individual needs are met and their development promoted. Regular evaluation of the setting's practice by the manager and staff ensures continuous improvement and outcomes for children are promoted.

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

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

- ensure planning reflects children's current interests and plans for the next stages in their development under the six areas of learning, ensuring all areas are given equal consideration
- continue to develop systems to help families with English as an additional language to settle their children into the setting
- ensure the routine of the session allows children opportunities to sustain their interest in an activity without having to tidy toys away

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

All staff have a secure understanding about safeguarding children and the majority have attended training to ensure effective implementation of the policy and promote children's safety whilst at the setting. All the necessary documentation is in place including contact information for outside agencies should any staff have concerns about children in their care. All staff have appropriate checks taken up, such as the Criminal Record Bureau to ensure they are safe to work with the children. All visitors to the setting alert the staff by ringing the door bell and names are recorded in the visitor's book to help protect children from un-vetted individuals. A risk assessment is carried out daily and regularly summarised to identify any new hazards or any action taken to repair equipment or identify potential hazards. Measures have been put in place such as stair gates across the office and cloakroom area to prevent children entering areas which are not suitable for children without an adult to accompany them. Measures to prevent fires are in place and a written evacuation procedure is displayed to ensure all visitors are familiar with the procedure. Children are familiar with the fire drill and a record is kept to provide evidence about when drills were carried out and any concerns noted. Staff have a good awareness of safety and set procedures are in place when children are taken outside to play due to the location of the outdoor area and the route children have to follow to get there. Children are told about holding onto the ring along the rope and staff deploy themselves alongside the children to promote their safety whilst away from the nursery premises.

The setting welcomes all children and works closely with the parents to meet their individual needs. The manager is the Special Educational Needs Co-ordinator (SENCO) for the group and when necessary helps parents to seek support from outside agencies. This information is then used by the parent, key person and SENCO to arrange individual educational plans for the child to help them develop to their full potential. Children with English as an additional language are also included within the nursery and the manager and staff try to ensure parents understand the policies and procedures of the setting and what the setting will offer the child. However, some systems such as visual aids or the full-time support of the key person are not always implemented to help fully integrate children into the setting. Resources such as photographs of different cultures celebrating different events and children with additional needs playing alongside able-bodied children helps to develop children's positive understanding of diversity with further support from planned activities and resources such as books, jigsaws and small world toys.

The manager and staff meet regularly at staff meetings to discuss the routine of the nursery, activities and any concerns the staff have. This time is used to evaluate the provision offered to the children and discuss what improvements can be made. Although the self-evaluation form is not fully developed the manager has a clear idea about where she would like the provision to develop, change or extend and works alongside the staff team to implement changes. For example, the toilets and outside area have been identified as areas needing improvement to give children better resources and an application for funding has been submitted, to

make the necessary improvements to the children's environment. Support is received from outside agencies, such as the Early Years Team to fully promote opportunities for children and to help staff extend their personal development and skills through attending training courses and furthering their qualifications. This motivation from the staff and manager is reflected in the improvement in the provision since the last inspection.

The setting values the importance of the parents as the child's first educator and works in partnership to ensure continuity of care and to meet children's individual learning and development needs. Parents complete record forms with all the necessary information about their child and also give consent for some aspects of care such as outings and the taking of photographs to protect children's welfare. Parents are given copies of the policies when children start at the setting in the information pack and have access to their child's development records on request. A formal meeting takes place at least twice a year for parents to talk to the child's keyperson about the child's progress and are invited to contribute to the assessment process through contributions of photographs, children's pictures or achievements at home. A questionnaire is used by the manager to gain parental views on the nursery's practice to support the evaluation in the self-evaluation form and to make changes where applicable. For example, some parents requested to be given more information about their child so contact books have been implemented.

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

Children make good progress in their development because staff have a good understanding about the Early Years Foundation Stage. Staff all act as key people to the children and make regular observations on all children. The key person then records the observations in the individual files and uses these to plan children's next steps in their learning. This information is then used to inform the planning for the following week. However, the planning does not fully reflect the six areas of learning or link activities to individual children thus not providing evidence for all staff to know what children are expected to learn from the activity.

Staff provide a good range of resources and activities which are all easily accessible to the children. The room is divided up into five areas of learning and children move freely around the two rooms selecting resources which interest them. Some children are beginning to show good periods of concentration when activities are challenging and enjoyable, such as the junk modelling. However, occasionally the routine prevents some children sustaining their attention as they are told to tidy up several times in the morning to do group activities, thus stopping their involvement in an activity. All resources are in good condition and suitable for the age of children attending. Staff use effective questioning and offer support to children when appropriate which ensures children are able to extend their skills and learning. For example one child was interested in farm machinery and was using the pairs game, naming some of the pictures. The member of staff was able to give him names for some of the other machinery and ask him what the different machines might be used for on the farm.

Children use the quiet area to develop their skills on the computer or enjoy sharing a book with a friend. They show excitement when they pair up the words and pictures on the magnetic board with support from a member of staff, supporting their literacy skills. Children freely access the mark-making equipment with tools such as the whole punch and scissors to create an end product using their imagination. Box games are available and staff use these to help support children's understanding of turn taking, whilst developing their skills of numeracy, literacy and knowledge and understanding of the world. Children learn to play with a small group of children setting up the train track and driving the trains along the track and over the bridge. Children act out familiar roles from home in the role play area using the kitchen utensils or playing with the dolls and dressing up. Opportunities to paint, stick and play in the sand or water are regularly available, allowing children to develop their understanding about volume, space and measure including their creative skills.

Children's behaviour is generally good, with staff supporting some children in their understanding of acceptable behaviour. Staff provide good role models for the children and offer praise and encouragement to all children to provide positive reinforcement for behaviour management. A member of staff has responsibility for this area and staff all work together to develop effective strategies. Staff are aware of the importance of exercise to support children's behaviour and ensure children have daily opportunities to develop their physical skills, such as outdoor play when weather permits or ring games and obstacle courses indoors. This helps children to develop skills of spatial awareness and balance whilst supporting their understanding of the importance of exercise. Children are given a range of healthy snacks which they often help to prepare and are encouraged to try different things, such as pineapple. Children have a choice of water and milk and learn about why food is good for them through discussion and activities.

Children learn the importance of hygiene routines such as washing hands before eating and after using the toilet and about using tissues to blow their noses on. Staff follow good hygiene routines to ensure cross infection is minimised, for example during nappy changing and ensure tables where children eat their food is cleaned with antibacterial spray. Children's dietary needs are recorded and all staff have a good awareness of children's allergies thus promoting their well-being whilst at the nursery.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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

Met