

# Ashford Family Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	126979
<b>Inspection date</b>	29/03/2010
<b>Inspector</b>	Jane Wakelen
<b>Setting address</b>	Albert Road, Ashford, Kent, TN24 8NY
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<b>Email</b>	
<b>Type of setting</b>	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**

Ashford Family Nursery opened in approximately 1964. It operates from one main room, library and hallway of The Quakers Meeting Place in the town of Ashford. The nursery is situated in a residential areas, close to the town centre. There is a secure outdoor play area. It is open for 46 weeks a year.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 48 children aged from two to five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are seven members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. The setting receives support from outside agencies.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All children are welcomed into the setting and their individual needs identified and systems implemented to support the settling-in process. Staff are caring, committed individuals who have a good understanding about promoting children's learning and development through implementation of the Early Years Foundation Stage. This ensures all children make good progress in their development with the support of staff and outside agencies to promote outcomes for children. The manager and the team of staff constantly monitor the effectiveness of the setting through discussion, observations and staff meetings and the completion of the self-evaluation form to ensure continuous improvement.

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

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

- continue to develop the observation, assessment and planning process to ensure observations are evaluated, to identify children's next steps in their development to inform the planning, using a consistent approach from staff
- use labels around the room to encourage children to begin to identify familiar words, letters and sounds
- encourage parents to contribute to the assessment process in a variety of ways to promote continuity for children.

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

Children are exceptionally well protected because staff have an excellent understanding about safeguarding children. They ensure the policy is implemented

effectively and efficiently to protect children's well-being. All staff attend safeguarding training and update this on a regular basis, reflecting the high importance given to protecting children within the setting. Secure procedures are in place for the safe arrival and collection of children, including a password system. All staff hold criminal record bureau checks and have a yearly appraisal to ensure the staff remain suitable to work with the children and to identify any additional training needs. Risk assessments are carried out on the premises and the outside area, to ensure children play in a safe, secure environment, where hazards are minimised.

All staff are encouraged to attend regular training courses to keep their skills updated and to gain new information to help promote improvement within the setting to provide good outcomes for children. They are enthusiastic in their approach to providing a good range of activities for the children to address all six areas of learning. For example children have opportunities to grow vegetables, such as potatoes and then eat them, learning about growth and the natural world. Children have access to a range of resources throughout the day, with staff ensuring all children are engaged and interested in the activities on offer.

All children are valued as individuals and made to feel welcome in the setting. Staff act as key people and ensure full information is obtained from parents about children's personal circumstances, to enable them to meet children's individual needs. Children have access to a range of resources reflecting positive images of diversity, including pictures and posters around the room. They have opportunities through topic work to learn about different cultures and religions and enjoy tasting food and making different art and craft ideas relating to the various celebrations, such as the Chinese New Year.

Partnership with parents is given high priority. All parents and carers are welcomed into the setting and treated with respect. They are given written information about the setting and are asked to complete registration forms for their child to give full details, enabling staff to meet children's individual needs. Staff work closely with the parents to build trusting relationships and provide opportunities for discussion on a confidential basis. They have access to the policies and procedures for the nursery as well as regular access to their child's development files. Although, at present parents are not asked to contribute to this process of recording children's achievements. Partnerships with outside agencies is excellent. The staff work alongside other agencies that are involved with the families and children, sharing information to provide continuity and promote children's all round development.

The manager of the setting is committed to providing good outcomes for children and works alongside her dedicated team of staff to continuously monitor the effectiveness of the setting. They have completed the self-evaluation form and have identified several areas they would like to further develop or extend to improve the provision for the children attending. They meet every day for a short discussion about planning, individual children's needs or any events happening that day. This regular communication promotes effective working practice and ensures children's well-being is given high priority.

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

Children are settled and feel safe in the nursery environment. They feel familiar with the staff and often approach them for a cuddle, reassurance or help with a particular activity. Children have free flow between different rooms in the setting, accessing a range of resources chosen by staff. Children are becoming independent learners and make choices or requests for alternative toys to staff, who accommodate their wishes. Staff ensure the toys and resources put out for the children meet their interests and developmental needs, to ensure they make progress in all six areas of learning. All staff carry out regular observations of children's development and record this information in children's individual files. However, many observations are not evaluated or next steps recorded to fully inform the planning. Several methods are in use to record the observations and assessment for each child, but this does not provide continuity for the process of monitoring children's development.

Children use their imagination playing with the dinosaurs or acting out familiar roles from home, using the play kitchen. They use small world toys, such as the cars and dolls house acting out different situations and learning to play alongside other children, with some children playing co-operatively. Children build different structures with a variety of construction toys and show perseverance when towers will not stay standing. They show excitement when reviewing progress of seeds and bulbs they have planted and water them with enthusiasm. Access to the computer is on a daily basis allowing children to develop their understanding of technology, whilst developing skills using the mouse to move the programme forwards.

Children have regular opportunities to make marks using a variety of mediums such as paint, pencils and pens. They show real interest and good concentration when looking at books individually or being read to by an adult. However, there are very few words or labels around the rooms to encourage children to recognise familiar words, letters or sounds. Children sing songs from memory and do the actions, following the lead from an adult. Children learn good communication skills from adults, who show interest in what children have to say and ask open-ended questions to encourage children to sequence events and problem solve. Children are learning some simple Makaton signing offering another method of communication. Everyday activities are used to support children's use of number, for example, how many chairs do we need at the table. They learn names of two dimensional shapes, such as circle and square and use these to match shapes on pictures or to make patterns. Children are beginning to recognise sequences in shapes and colours and show good hand/eye control when threading the coloured beads onto the lace. Computer programmes help support children's numeracy and literacy skills in fun activities, developing their understanding of print and number recognition. The development of literacy and numeracy skills, together with the use of technology and communication skills all supports children's skills for their future.

Opportunities for children to develop their physical skills are offered on a daily

basis. They have use of the garden, using a good range of equipment to support their balancing skills, co-ordination and spatial awareness. Children use the bats and balls, drive the sit and ride cars and dress up as pirates using the climbing cube as a boat. Sessions indoors for music and movement and ballet lessons all promote children's bodily awareness and develop their understanding of the importance of exercise. Staff encourage children to be active and benefit from the fresh air in all weathers, using all-in-one waterproof suits if necessary. Children have access to healthy options at snack time, varying from cereal with milk to toast and fresh fruit. Access to drinking water is available at all times and enables children to independently help themselves. They learn the importance of hygiene routines, such as washing their hands before eating and after using the toilet.

All children play in a safe environment both indoors and outside. Staff have put measures in place to minimise hazards for children, such as locks on doors and on gates outside to prevent unwanted visitors. Children are reminded about keeping themselves safe, for example not to drive the sit and ride car down the steps, or to run indoors with scissors. Thorough risk assessments are completed by named staff to ensure the provision is free from hazards.

All children are treated with respect and as individuals. Their personal, social and emotional development is given high priority by the staff, who understand children's developmental needs and the importance of being safe and secure. Children learn to treat each other with care and concern and to take turns in games and share the equipment. This nurturing approach by staff supports children's self-esteem and confidence within the setting, enabling them to progress in their 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

<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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
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

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