

Beltinge Day Nursery

Inspection report for early years provision

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02/07/2010

Inspector

Gill Bosschaert

Setting address

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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.

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Description of the setting

Beltinge Day Nursery opened in 1992. It operates from a building in the grounds of Reculver Primary School. The nursery is open plan, and comprises of ten different areas for children. There are staff facilities and toilets for the children, a kitchen and a secure outside area. The nursery serves the local area and surrounding towns. There are currently 71 children on roll. This includes funded three and four-year-olds. Children attend a variety of sessions each week. The nursery staff are experienced in working with children who have special educational needs and/or disabilities, and children who speak English as an additional language. The nursery opens five days a week term time only. The nursery opens from 9.00am to 3.00pm. There are 14 staff working with the children, including the manager, an administrator and a speech therapy assistant. All of the staff who work with the children hold early years qualifications, and all attend short courses. All staff are currently National Vocational Qualifications at level 3, and two, including the manager, have National Vocational Qualifications at level 4. The nursery receives support from an early years advisory teacher. Staff work in partnership with outside agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery offers excellent provision in a warm relaxed environment. The manager and staff are very well trained to meet the differing needs and welfare of the children, which is done exceptionally well. Parents and staff have excellent relationships that are reflected in happy, secure children. The management has a very clear vision of how to develop the setting and a realistic view of the setting's strengths and weaknesses, which together with the strong staff commitment, will ensure there is an outstanding capacity to improve. All staff are committed to offering an inclusive practice.

What steps need to be taken to improve provision further?

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

- consider developing children's self-help skills further.

The effectiveness of leadership and management of the early years provision

The leadership and management of the early years provision is outstanding. Safeguarding procedures are robust. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. A vast range of policies are in place and the self-evaluation form is near completion, some have already been uploaded onto the internet, a training schedule has been created to ensure that

staff build upon their understanding of the development of children in the Early Years Foundation Stage. 'In-house' training ensures all staff are fully trained in safeguarding and first aid. All staff hold paediatric first aid certificates. Children's attendance is monitored carefully and a form of self-registration is in place. Risk assessments take place daily, weekly and at the end of each term.

The manager, leaders and staff are very well qualified and dedicated to their role, and effective communication of their enthusiasm, ideas and priorities for the setting ensures everyone is clear of the way forward. The recommendations from the last inspection have been fully implemented. Parents are greeted warmly and encouraged to talk to an adult before leaving with their child. Parents are kept very well informed by newsletter and text. Certificates of completed staff training are displayed for parents to see in the waiting area. Staff work closely with Health Visitors and Speech therapists to ensure that the provision takes full account of individual needs. The setting takes great pains to ensure that there are equal opportunities for all children and that there is no discrimination. Key workers know their children very well; they liaise highly effectively with parents and outside health organisations. They keep detailed observations, assessments and achievement in 'learning journey' folders and 'Unique stories' has just been introduced which gives parents the opportunity to contribute to staff's views of the child. Folders are colour coded to represent the group the child is working with and the key person and notice boards are similarly treated to help parents find information easily about their child. Pigeonholes for each parent ensures that newsletters, fliers, information and children's work are readily available at the end of the day. Parents have access to the children's folders throughout the year and the whole folder is given to them when they leave. A follow-on sheet is sent to the infants school aiding a smooth transition. Opportunities are arranged for the older children to visit the primary school and for liaison with primary school teachers especially with the Special Educational Needs Coordinator to ensure each child's needs are fully met. Social activities are also arranged throughout the year with evenings for 'Wine and Wisdom', guitar playing and a sponsored bounce for the children to enjoy.

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

The nursery offers outstanding provision for the children. The six areas of learning are clearly defined and are very well resourced. There is a good balance of child-initiated and adult initiated activities. Resources are clearly labelled with words and pictures and are at child height to enable easy access. Children play happily together and with the adults around them who constantly provide additional learning opportunities. Behaviour is excellent; children are encouraged to share and be kind to each other showing attitudes.

The deliberately high level of staff ensures that all welfare needs of the children are met and they have good opportunities to talk to an adult and develop appropriate vocabulary, logical thinking and listening skills. The secure outside area, although very small, offers further learning opportunities. Some flowers and vegetables have been planted by the children, which they tend regularly with watering and weeding. A larger growing, digging area is being sought to the side

of the outside environment to further develop these learning opportunities. Part of the area is shaded and children are offered sun hats and sunscreen before playing outside, these constant reminders ensure that all children are well protected outside. Children are aware of their own safety and that of others as they manage the steps to and from the outside area and also when climbing the large slide inside one of the rooms.

When children re-enter the nursery rooms they are encouraged to wash their hands and faces and to drink water, which is freely available from a water cooler. To a degree this is 'free-flow' as children may wander freely between the inside rooms and the outside area but due to the very small space there has to be organised times for longer periods on the bicycles, pushing prams and riding scooters at which times the children are able to use the primary school field. Adults ensure that daily planning offers challenging physical activities and when the weather is inclement an assault course is provided in one of the large rooms. Focused observations provide essential information to inform future planning and assessment. Key people photograph achievements with annotated notes, which give an accurate record of each child's development.

Blackboards, easels, lino surfaces and tabletops together with a good variety of 'mark making' implements and paper offer the children opportunities to experiment with texture, writing, drawing and painting. A vast range of natural objects like pine cones, shells of varying sizes, dried leaves etc help children understand the natural world in which they live while giving the adults opportunities to discuss colour, shape, size and number. Children wash their hands before snack time and are also reminded to do so after visiting the toilet. Healthy snacks are provided and opportunities taken to reinforce the need to eat healthily. Although the children serve themselves to water, milk and fruit opportunities are missed for them to stack up their bowls and cups following snack time. They could further develop their independence by serving each other, stacking used equipment and washing up their own utensils. Music is used to develop listening skills and to develop creativity. The children listen carefully to the different types of music and are eager to express their feelings and any recognition of musical instruments. Well-known nursery rhymes and songs also encourage their development and understanding of the English language. The fun and enjoyment of the session was visible on the happy smiling faces and the laughter while struggling to remember words within this safe learning environment was enjoyed by all present. Children make good progress in a warm secure setting enabling them to develop the necessary skills to readily embark on the next stage of their education.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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