

Canterbury House Nursery

Inspection report for early years provision

Unique reference number	EY277334
Inspection date	16/09/2010
Inspector	Liz Caluori
Setting address	59-61 Canterbury Road, Willesborough, Ashford, Kent, TN24 0BH
Telephone number	01233 642497
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Canterbury House Nursery School is a privately owned nursery which opened in 2003. It operates from three rooms in purpose built premises, connected via a communal kitchen, to the main domestic living area used by the provider and her family. Children also have use of a fully enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend at any one time, all of whom may be in the early years age group, although no more than 10 may be under three years. There are currently 44 children on roll, all of whom are in the early years age group. Children attend on both a full and part time basis. The group opens from 8am to 5.30pm, Monday to Friday, 51 weeks of the year and is able to care for children with special educational needs and/or disabilities as well as those who speak English as an additional language. There are six staff employed to work with the children, of whom five hold appropriate childcare qualifications. The nursery also employs a cook who prepares hot lunches each day. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have great fun as they play and learn in the happy, safe and inclusive nursery environment. They make good progress in all areas of their development as a result of the impressive range of activities and experiences and the high quality of adult input. Effective self-evaluation supports the management and staff team to identify the strengths and weaknesses of the provision and to prioritise areas for improvement. In addition, the positive relationships with parents and carers and effective procedures to work with other professionals help staff to provide consistent and coordinated care.

What steps need to be taken to improve provision further?

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

- address the minor inconsistencies in the quality of the written information provided for parents and carers to ensure that information is up-to-date and clearly presented
- provide parents and carers with clear information about their child's progress against the early learning goals of the Early Years Foundation Stage and offer greater encouragement for them to become involved in determining their

child's next steps

- continue to develop the systems for recording children's progress so that staff can more easily monitor that appropriate support is being offered across all areas of learning.

The effectiveness of leadership and management of the early years provision

Effective arrangements are in place to promote children's safety within the nursery including robust recruitment procedures. Risk assessments are undertaken to identify potential hazards and daily safety checks are carried out by staff. The manager takes lead responsibility for child protection and has attended training to support her in this role. There is a clear written policy available to outline the process to be followed in case of any concerns. The nursery maintains all the documentation required for the safe and efficient running of its service although there are some minor inconsistencies in the quality of some of the written records relating to the administration of medication.

The owner and manager communicate effectively to share ideas and to identify goals for the setting based on the needs of the children attending and their families. In addition, all staff are actively encouraged to offer comments and suggestions through regular meetings as well as more informal discussions throughout the day. As a result the staff work very effectively as a team creating a harmonious and relaxing environment for the children. The nursery also works closely with the local authority to access training and to meet with the advisors. This ensures that staff are well-trained and that practices reflect current requirements.

Children have access to an extremely good range of toys and resources although the organisation of some areas within the nursery is more successful in attracting children's interest than others. For example, a large summer house which was previously being used for storage has been cleared to create a very inspiring messy play area for the children. Similarly the construction area and book area are very well used. However, whilst children enjoy playing with the impressive range of dressing up clothes they do not identify any areas of the nursery in which to focus on imaginative role play.

Good arrangements are in place to work with children and families for whom English is an additional language. The staff use basic sign language as well as learning some key words in the child's home language. There are also dual language books available and a range of written policies have been translated into French and Polish. The setting recently focused attention on improving the range of toys, images and activities aimed at helping children to learn about diversity. Dolls and play figures are provided which represent disability as well as a range of ethnicities.

Parents and carers are given a very friendly greeting as they arrive to deliver and collect their children. They are provided with a range of written information including regular newsletters. There is also a display board with certificates and

posters in the hallway although this includes some information which is slightly out of date. Parents are well-informed about the activities their child has enjoyed each day as well as any relevant information such as what they have eaten. However, they receive less information about the specific progress their child is making against the Early Years Foundation Stage and are not routinely involved in setting future developmental goals. Appropriate procedures are in place within the nursery to work with other childcare providers and professionals such as speech therapists.

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

Good focus is placed on ensuring that children learn about healthy lifestyles. They enjoy nutritious snacks and meals which are prepared on the premises and which are planned to reflect their individual dietary requirements. Children are also developing good personal care skills as they routinely wash their hands before and after eating. They are becoming very independent in their toileting and staff are extremely skilled at supporting children who are toilet training. Children demonstrate a very good understanding of the boundaries in place within the setting and are encouraged to discuss appropriate ways to behave. They separate easily from their parents and carers and show a clear sense of security as they approach staff for care, attention or just to share a joke or game. They are given very good support to develop a range of skills which will help them to keep themselves safe including fire safety and the importance of exercising appropriate caution around unfamiliar adults.

The positive, relaxed atmosphere along with the broad range of activities and very high standard of adult interaction ensures that children are making good progress in all areas despite some weakness in the recording systems. Staff speak very knowledgeably about the development levels of each of their key children although this is not always reflected in the quality of their written records. This is a concern which has been identified by the manager and is currently being addressed.

Children are learning to share, take turns and play cooperatively with their peers. As a result they are developing extremely good social skills. They are beautifully behaved and have charming manners. There is a tremendous sense of fun within the nursery and children join in activities with great enthusiasm. They laugh and joke with their peers and are confident of their place within the group. Children are extremely motivated learners, for example a group can be heard cheering triumphantly as they find all of the hidden items in a computer game, whilst others sit and look at books or build tall towers. At the same time staff are being tended by doctors, arrested by police officers and serenaded by a variety of very loud and expressive percussion instruments. Whilst this is taking place another group of children are creating very individual masterpieces in the tranquil arts and crafts area.

Children make particularly good use of the extremely well-equipped outdoor play area. In addition to climbing, running and using ride-on toys, they also enjoy digging in the dirt and looking at natural objects. Staff build on children's curiosity

to extend their knowledge and understanding of the world, for example, they have recently collected caterpillars which they hatched into butterflies. A good range of adult-led activities are planned to develop children's literacy and numeracy. In addition staff very competently use spontaneous opportunities to encourage children to recognise written letters or numerals, to play around with sounds and to practise counting.

Good opportunities exist for children to play on the computer and they are becoming very proficient in operating a range of programs using the keyboard and mouse pad. They are also learning to put on their shoes and coats as well as pouring their own drinks and serving their own vegetables at lunch time. These skills, along with the confidence they are developing to make choices and decisions, helps to prepare children for their transition to school.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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

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