

# Minster Day Nursery And Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	127382
<b>Inspection date</b>	27/09/2010
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<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.

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## Description of the setting

Minster Day Nursery and After School Club opened in 1992 and operates from a converted youth centre in Minster, Kent. The Nursery has three classrooms, two offices, toilets, and a kitchen. A maximum of 65 children may attend the Nursery at any one time. The Nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children share access to a secure enclosed outdoor play area.

The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 107 children aged from one to 11 on roll, of whom 70 are within the early years age range. Some children receive funding for nursery education. Children come from a wide catchment area. The Nursery currently supports a number of children with special educational needs and disabilities, and some who speak English as an additional language.

The Nursery employs 19 staff including administrative staff and a cook. Twelve staff including the manager hold appropriate early years qualifications. There are three staff working towards a qualification. It works in close partnership with the adjoining primary school and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision is good. All children who attend Minster Day Nursery make good progress because it is inclusive and able to meet the needs of each child, including those who are at the early stages of speaking English and those who have special educational needs. The new manager and her team are very experienced, and they attend training courses so that they can acquire new skills to help them improve the learning opportunities they provide for the children. The nursery has an outstanding capacity to improve because the new manager drives improvement very well and her team evaluates the provision thoroughly and frequently to identify many changes to improve the nursery. This has resulted in a significant number of improvements to procedures and to the opportunities for the children.

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

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

- track the progress of all children so that the development of different groups of children can be compared
- strengthen arrangements to ensure all staff consistently clarify ideas and ask open questions to children which support and extend children's thinking.

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

The nursery has rigorous procedures to ensure that the children are always safe. All staff are vetted appropriately and visitors sign the visitors book. Doors and gates are closed and the premises are checked thoroughly so that any hazard is identified. If children need medicine the manager seeks parents permission and if a child has an accident she gives parents written details about this. The floor where babies crawl is kept clean and parents are told each evening of their baby's routine. All staff have first aid and food handling qualifications. They understand how to keep children safe. All policies and procedures have been reviewed recently. The nursery has extremely good links with the adjoining primary school, the children make frequent visits and attend special events such as sports day. The nursery also makes links with the other local schools which the children will move on to and this helps the children to settle easily. The children take part in special events in their village such as the flower festival and the Easter egg hunt.

The manager and staff now meet regularly to review their practice and to plan improvements. They look very closely at the progress individual children make and use this information to help them evaluate what they provide and to decide on areas for development. They make good use of their assessments of children's learning to decide on their next steps. However they do not compare the progress of groups of children so that they can be sure all make consistently good progress. The nursery has improved since the last inspection. For example, the children now have more opportunities to cook and prepare food such as fruit salad, and they practice fire drills more regularly. The manager now keeps records to show the assessments key workers make when children start coming to the nursery and the staff use these to plan activities which are suitably challenging.

The nursery works extremely closely with parents and carers who feel that their children are always safe and well cared for, and that they make good progress, especially in speaking and recognizing letters and sounds. Parents and carers receive plenty of very useful information about what is going on and about the activities the children enjoy. They can see detailed records and photos of their children which help them to understand the progress their children make. The manager values parents views and carries out regular surveys to canvass parents opinions about the quality of the nursery. Parents and carers can easily talk to the staff informally, for example at collection time. They can see from the board at the door what their children have been doing and parents can tell the staff what their children have achieved at home in the daily communication books. This helps them provide activities which extend those interests. The manager works extremely closely with the local authority when she needs additional support or advice about a child's needs so that these children are very well supported and make extremely good progress.

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

The classrooms are vibrant and extremely well equipped and they help the children to learn independently because they can see numbers and letters all around them. The outdoor area is very well used and has a separate area where babies can play safely. The children are very well behaved because the adults have high expectations of them and are good role models. The children talk about the rules which help them to make the right choices and they can earn privileges such as taking a special toy home when they have behaved especially well. Staff encourage the children to develop new skills such as using scissors well. They praise them for being polite and helpful and have very good relationships with them, although, they do not all consistently ask them sufficiently challenging questions to extend their learning. The children play well together and share toys. They are confident and feel that the adults take very good care of them. They concentrate on one activity for a long time. They choose what they want to do, and have a very wide selection of toys, including dolls, construction and puzzles. The children are interested in books and like retelling stories with puppets. They develop their imagination by dressing up and through role-play such as bathing their dolls or building dens. They develop good creative skills and are proud of their paintings which are displayed on the walls. They extend their vocabulary through very exciting experiences such as visits from a police officer and walks to the library and post office. The children develop good coordination by using computers for matching games and they enjoy making music. They enjoy exploring different textures and materials, and find out more about the world around them, for example by using magnifying glasses to look at mini- beasts. Outdoors the children learn about what plants need to grow well by planting different vegetables and sunflowers. They develop good physical skills by climbing and riding vehicles. They also have good opportunities to develop their early writing skills and this especially encourages boys.

The children learn to become independent, for example by choosing when to have their snacks, putting toys away and finding their name cards at registration time. They learn about the importance of a healthy lifestyle because they help to prepare their healthy snacks, and they understand how to avoid infection because they can explain when and why they wash their hands. The children develop good social skills, for example at lunch time when all age groups eat together. Children make good progress in understanding about people of various cultures because they learn about celebrations and customs, for example at Chinese New Year they visited a Chinese restaurant to taste different foods. The children also play with multicultural toys and musical instruments and listen to stories in different languages and from different cultures. The children play with toys which help them understand equality and diversity.

## 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	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
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	2
The effectiveness of safeguarding	2
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

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

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