

Abbeyfields Day Nursery

Inspection report for early years provision

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Inspection date

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Inspector

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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

Abbeyfields Day Nursery is privately owned and opened in 1985. It operates from a building in Faversham, Kent. Children have access to three play areas which includes the baby room. There are separate kitchen and toilet facilities including a disabled toilet. Children have access to a secure outdoor play area. There is a ramp to access the building. There are internal stairs to the second floor. It serves families from the local community and surrounding area.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 114 children in the early years age range on roll. The nursery opens five days a week, from 8am until 6pm, for 52 weeks of the year. Children attend for a variety of sessions.

The setting has procedures in place to support children with special educational needs and/or disabilities and currently supports children who speak English as an additional language or who are bi-lingual. There are 19 members of staff who work with the children, of whom, all hold a recognised early years qualification to NVQ level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is outstanding because of the care that staff take in assessing the needs of individual children and ensuring that those needs are being met. Management also take exceptional care in ensuring any changes to policies or routines always have a positive impact on the children. For example, the complete refurbishment of the building took a year in the planning and has had an excellent impact on the way the children use activities and equipment. This also shows that the provider has excellent ability in maintaining continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- ensure effective communication procedures are in place to enable an effective two-way flow of information between children's family members and staff.

The effectiveness of leadership and management of the early years provision

The providers and their management team are meticulous in their approach to ensure the best possible outcomes for children. They employ a professional, highly qualified staff group who work very closely with the children. All staff are subject to rigorous and robust recruitment and vetting procedures and an excellent induction programme, and they undergo regular monitoring from their room supervisor and the manager. The list of staff with cleared Criminal Records Bureau checks is stored on the provision's database and is easily accessible for inspection. All staff receive regular training in child protection issues and how to safeguard children. The provision's outstanding child protection procedures ensure that the providers and the manager are responsible persons regarding child protection issues. They work closely with the local social services department as and when required. Only persons who need to know are involved in these consultations. Other safeguarding procedures include meticulous risk assessment of anything the children come into contact with, exceptional recording of children's details, such as in the medication and accident records, and security of children on the premises. Every child's well-being is carefully monitored and very well supported.

Since the last inspection the providers have been meticulous in their review of policies and procedures. Parents are consulted about any proposed changes before they are implemented. This means that parents always have a voice in the way their children are cared for. It also means that children have less disruption from changes in procedures which affect their day. The manager ensures that the provision's self-evaluation form is meticulously updated each time procedures are changed. It clearly shows the impact of any changes on the children along with any future plans for improvement; for example, it shows the excellent range of new resources in place since April 2010 and how those resources are being utilised by the children. The provider also regards the staff as a valuable resource and fosters each member's individual development by offering a range of training opportunities. Parents' views are canvassed regularly and are included in the self-evaluation form. Any suggestions from parents are thoroughly investigated for inclusion in procedures and many changes have been made through this process. Parents are fully involved in their children's care and the providers are currently planning for a parent group to be set-up to further their involvement.

The providers are receptive to new ideas and are outstanding in their ability to work in partnership with other agencies to secure a positive outcome for the children attending the setting. For example, they have recently completed a pilot scheme with the local authority arranging home visits for children whose parents request them. The providers have now adopted this practice. This means that children can settle more readily into the setting when they first start. It also means that staff are more aware of the individual needs of children and can prepare for them prior to the child starting. For example, those children who speak English as an additional language or children who are bi-lingual can be more readily catered for. However, on very rare occasions family members (other than their parents) who are nominated to collect children have been unable to communicate with staff due to language barriers. One staff member is bi-lingual and offers children extra

tuition in French. The children have access to bi-lingual books. Bi-lingual phrases are noted in children's records when required. The provision has considered the needs of wheelchair users and has recently installed a ramp to the front of the building and a disabled toilet. All children are assessed within their first month by the provision's Special Educational Needs Coordinator to ensure that all procedures for that child are in place. Overall, children's individual needs are exceptionally well met.

The provision's ability to engage with parents is outstanding. Parents report that staff are always professional and are friendly and approachable. Key workers are reported as having excellent knowledge of each child and communicate children's achievements very well to their parents on a daily basis. Parents also report that nothing is too much trouble for staff. For example, parents don't feel rushed at handover times even though they may arrive late. There is no feeling of being hurried and parents feel that staff take a genuine interest in their children. Parents feel they are very well supported and children receive excellent continuity of care.

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

The quality of the provision is outstanding because of the extensive knowledge that staff have of how young children learn and develop. Children are extremely happy and settled and cope with change very well. One parent reported that his child gets upset when it is not a nursery day. All the children show they feel secure and show confidence. Even the babies are unperturbed by visitors and carry on with their play routines. This shows that children feel safe in the setting. The provision has a very warm, welcoming atmosphere where children are fully engaged in activities. They can direct their own play which in turn leads to them making a positive contribution within the setting. For example, after looking at books with a snow theme, one child wanted to use shaving foam to make indoor snowmen. Many children played with the activity and gained from the experience. Staff happily accede to children's prompts. Even the toddlers know that they can get up and leave an adult-led activity and select other toys to play with when they feel the need. They do this confidently knowing staff will not be displeased. Children have an excellent understanding of the world around them. They use real equipment in home play areas and are proficient in using computers and other IT equipment. They can also explain how items such as magnifying glasses work and use them proficiently to help them watch and care for the African land snails kept in tanks in each room. Children also find the tanks of fish fascinating. Children produce food for snacks and meals either by growing it from seed in the garden or measuring and mixing pre-packed ingredients to make bread, cakes and other items. The range of fruit and vegetables grown in the garden is impressive. The provider has applied to the local council for an allotment. This will enable the children to extend the range of plants to grow and will also include them more in their local community. Children watch avidly as spiders, bees and slugs all do their work in the garden and use the items put there by the children to attract them, such as the bee house and web frames. These items help children to understand about sustaining the environment. The baby room overlooks the garden and the

occupants take great delight in watching their siblings and other children playing. In the baby room toys are at ground level enabling the children to investigate and explore them and their surroundings. Some activities are placed higher to encourage the children to pull themselves up to explore them. Each baby has their own personal routine such as sleep and bottle feeding times. These are discussed with parents and supported by staff. The provider has plans to obtain baby sleeping nests so that children can decide their own sleep times without relying on staff to notice they are getting tired.

Many physical play activities are available in the garden, for example, ride on toys, constructing camps and negotiating in and out of large tyres. Activities have been extended to the use of the excellent soft play equipment and trampoline at the local gym. Children are developing a healthy lifestyle. Children are very advanced in their communication skills. They can sustain very good conversations with staff, visitors and each other. They practise listening to each other when they work in their key-groups as well as practising phonics and their problem-solving and reasoning skills. For example, if children decide on an activity they have to think about what equipment they might need, how much of it they need and where they will do it so as not to intrude on other activities. Children are also proficient in clearing away after themselves. Staff give a high priority to children's feelings and their ability to consider others. For example, children are considerate in the book area which is deemed a quiet area and help each other at meal times by pouring each other drinks voluntarily. Children are respectful of each other's needs.

Staff keep excellent records on children's development. The Unique Journey records include an extensive initial assessment of each child's abilities during their first month in the setting. Coupled with excellent assessments of what they see key workers can identify a variety of next steps for children to encourage their development. Achievements are noted in each area. To ensure all areas of learning are covered fully staff use a tracking sheet enabling them to see immediately when an area of learning is falling behind or not being fully promoted. The Unique Journey records are shared with parents and parents' written comments and suggestions are included. This means that children are fully involved in their children's learning. Children are developing many excellent future skills.

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

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