

# Tots 2 Teens Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	127723
<b>Inspection date</b>	14/01/2011
<b>Inspector</b>	ISP Inspection

<b>Setting address</b>	Lydden CP School, Stonehall, Lydden, Dover, Kent, CT15 7LA
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**Email**

<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**

Tots 2 Teens Nursery and After School Club opened in 1974. It operates from a self-contained building in the grounds of Lydden CP School in the village of Lydden near Dover. It is managed by a parent committee. Links with the school have been established. The group has their own enclosed outdoor play areas. They also have shared access to the school playground and field areas. The group serves the local and wider area.

The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the setting at any one time. The registration includes care of six children under two years. It is open Monday to Friday from 8am to 6pm all year round. There are currently 55 children aged from under one to ten years on roll, some in part-time places. The nursery provides funded early education for three- and four-year-olds.

Staff support children with special educational needs and/or disabilities. There are 11 members of staff who work with the children. Of these, 10 hold appropriate early years qualifications with three holding qualifications at level four. The group are members of The Pre-School Learning Alliance and 4 Children and they receive support from the local authority's Early Years Advisor.

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

Overall the quality of the provision is good.

Supportive staff, a stimulating environment and a wide range of learning experiences contribute to children making good progress in the Early Years Foundation Stage. All children, whatever their level of ability, are valued. They benefit from the close relationships which have developed with their key person. Staff pay very good attention to children's care and welfare and safeguarding is a high priority. There is a clear commitment to working together with other providers and this is developing. The excellent partnerships with parents and carers are a main strength of the nursery and as a result they are very well informed about all aspects of their children's care. Senior staff are clear about their aims, self-evaluation and reflective practice are in place and the setting demonstrates a good capacity for further improvement.

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

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

- develop further the use of the outdoor learning environment
- develop further the partnerships with other settings to improve sharing of information and the transition for children.

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

The nursery has clear and effective procedures in place to ensure children are safeguarded and well protected. The comprehensive safeguarding policy is shared with parents so they understand staff's responsibilities. All staff have attended safeguarding training and hold current first aid certificates. Robust recruitment and suitability procedures for staff and volunteers ensure they are suitable to work with the children. The committee of parents supports the staff well. They confidently delegate the day-to-day running of the nursery to the manager and her senior staff. The nominated person is a frequent visitor and takes her role seriously.

Children play in a bright, warm and welcoming environment which has a good amount of work displayed. The toys and resources are well-maintained and displayed so they are accessible. Children independently choose from these during the day. Children benefit from staff ratios which are high and the manager is often supernumerary. The staff share the tasks of carrying out ongoing checks of the equipment to minimise risks. They are delegated areas of the nursery to take responsibility for and this includes making positive changes to enhance the use of space and make it conducive to children's learning.

The manager is establishing links with local schools and other providers although some settings have yet to become involved in sharing information. There is good liaison with health personnel, speech and language therapists and with the local children's centre. Staff demonstrate a good understanding of children's individual needs and quickly identify when they may need additional support.

The nursery has outstanding relationships with parents and carers. They are extremely happy with the service provided and their positive comments reflect their great satisfaction. They like the friendliness of the staff and their key person; they feel they are included in decision making and can contribute their views, they say that the communication is excellent and that they can approach staff about any issue. The written information provided for parents is very well produced, clear and professional. All required documentation is maintained to a high standard. Policies and procedures are informative, reviewed regularly and are available to parents.

The staff have a mix of skills and qualifications, they work well as a team, support new members of staff and have a positive approach to their self-development. They partake in a good number of courses and workshops to keep up-to-date with good childcare practice. The manager and her senior staff lead by example, they have vision and drive; they have effective systems to evaluate the quality of the provision ably identifying areas to develop and improve.

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

Children are confident, settle quickly and enjoy their play and learning. They are progressing well towards the early learning goals because the staff have a good understanding of how to implement the Early Years Foundation Stage framework and a positive outlook on children's learning. They also have a very good knowledge of each child's individual needs. When children first start at the nursery parents share vital information about their starting points helping to complete the 'all about me' section of learning journals. Activities are well planned, based upon the observations carried out regularly by key persons and also children's ideas and suggestions. The observations are recorded in children's learning journals. These recording systems have recently gone through some changes. Parents often ask to see their child's learning journal and this is very much encouraged by the staff.

Children are developing good communication skills; labelling of many of the toys helps children identify the written word and staff are beginning to use Makaton signing. A good supply of books, regular stories and the use of the mobile library help to establish children's enjoyment in reading. There are a good amount of resources, which help children's numeracy, counting and problem-solving. A group of children have great fun running cars and trucks down the tubing and work out how to reposition it when it falls over. During play with the dough children discuss colour and shape, when they mix up the cornflour gloop they talk about texture and they really enjoy cutting with scissors and using glue sticks to make their own creations. Children use their imaginations well during role play, dressing up, music and movement and joining in action games and songs.

Children extend their physical skills and take part in regular activities which contribute to keeping them healthy. There is space indoors for dancing, music time, action songs and role play. Children play outside daily and in all weathers but staff do not always plan outdoor play so as to fully embrace the learning opportunities available. In good weather children use the adjoining garden area which is easily accessible. However when it is wet the decking is unsafe for play. As an alternative children use the school playground, go for nature walks on the school field and visit the wildlife garden. Children are developing a good awareness of safety during play. They take turns on the slide, look out for younger children and take turns well. Staff are well deployed to support children's safety and welfare. Recently the nursery joined the school in a road safety day. This gave children the opportunity to learn about crossing roads, keeping safe and find out about those people in the community who help them. Children benefit from visits from others in the community for example a dentist, a vet, community police officers and road safety officer.

Children learn the importance of good hygiene practices and know why they need to wash their hands before eating and after play. During the morning and afternoon children enjoy nutritious snacks. They help to serve themselves cereals pouring milk into their bowls. When they have finished they help to clear away. Children bring their own food either a lunch box, which is suitably stored until needed, or a meal which staff reheat in the kitchen. Mealtimes are a social

occasion and children eat together. This introduces the babies and toddlers to the main nursery and helps them learn about feeding themselves and good table manners. Water is readily available and children help themselves from the jug when they are thirsty. Babies and toddlers eat and sleep when they need to and staff record sleep patterns in the contact books so parents are aware of routines.

Staff have an excellent commitment to equalities and inclusion. They have a lot of experience of working with children who have special educational needs and/or disabilities. They work very well as a team and with other professionals to meet each child's individual needs. Children extend their knowledge of the wider world through discussion, topics and celebrating festivals. They have equal access to play materials several of which reflect diversity and positive images. Children are fully engaged and readily partake in the activities. They are very polite and courteous to staff and their peers. Their social skills are very well promoted by staff that have high expectations and allow children to be fully involved in decision making. Children demonstrate excellent cooperation and independence during play. As a result children's behaviour is extremely good.

## 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>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	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	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	1
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