

Ashford Play Nursery (Willesborough)

Inspection report for early years provision

Unique reference number	126982
Inspection date	03/05/2011
Inspector	Karen Scott
Setting address	The Old Chapel, Red Year Court, Kennington Road, Willesborough, Kent, TN24 0NS
Telephone number	01233 639661
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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

Ashford Play Nursery is one of a chain of four privately owned nurseries and crèches. It opened in 1995 and operates from a converted chapel within one main room in Ashford. There is a small step to the bathroom but the rest is accessible. Children have access to an enclosed outdoor play area. The nursery serves the local area. It is open each weekday from 9am to 4pm all year round.

The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the nursery at any one time. There are currently 45 children aged from two to under five years on roll, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are four members of staff who work with the children, three of whom hold appropriate early years qualifications to at least a National Vocational Qualification at level 3. One member of staff is undertaking a further qualification. The nursery provides funded early education for three and four year olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in an inclusive environment where their individual needs are met by supportive staff. They participate in a broad range of activities and are making good progress in a safe and secure environment. The setting works closely with other agencies and are establishing links with others delivering the Early Years Foundation Stage in order to work together to meet children's needs and promote learning. The nursery is constantly improving outcomes for children and building on evaluation to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- build on relationships with others delivering the Early Years Foundation Stage to children being cared for in order to work together to extend children's learning
- continue to reflect on practice, identifying strengths and priorities for development that will improve the quality of provision for all children
- make children's learning journeys easily accessible to parents and carers, encouraging further involvement in their learning and developmental records.

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment where staff take steps to minimise risks by undertaking thorough and robust risk assessments of the setting and resources played with, such as heuristic toys. Staff have a good understanding of their role in safeguarding children and detailed policies help them to follow procedures that support children and their families. Effective procedures are in place for liaising with appropriate child agencies and families are benefitting from this. Children are taught to be safety conscious and to follow good hygiene practices in an environment where they feel safe and supported. Toys and resources are suitable for the ages and stages of development of children attending. They are safe to play with and offer a broad range of experiences in a space that is used very effectively to do so. At the previous inspection it was recommended that some toys were relocated to increase opportunities for children to self-select and this has been achieved with success enabling children good access to toys and creating cosy areas for play. Staff support children as they play, extending their learning through the use of open-ended questioning and by making suggestions that will enhance their experiences.

Everyone working at the nursery is keen to make changes that will improve their setting and therefore improve outcomes for children. They have started to use the evaluation tool to assess what they offer but use is very much in its infancy. However, they have made many positive changes to their setting and children are definitely benefitting from an ever improving setting. Recommendations made at the previous inspection have been given regard to. For example, doors to the bathroom offer children privacy in this area now and although an additional hand basin for children's use has not yet been added due to difficulties in placing it, the group continue to think about how they can improve hand washing facilities for children. The nursery work closely with advisors, valuing their input which helps them to evaluate their setting and questionnaires help them to hear parents' views and opinions and act on them, where appropriate. Children's opinions are valued too and after putting action plans in place to improve outcomes in different play areas, staff ask children their views on the changes and observe them playing to monitor outcomes. Staff participate in a vast range of training, increasing their knowledge and helping them to provide up-to-date care for children.

Adults have a good knowledge of each child's background and needs, helping them to offer appropriate care and support to families. When English is an additional language staff work closely with parents and carers to learn and display words that are relevant to children, helping them to feel secure at the nursery. Policies and procedures have been translated into languages that the nursery frequently come into contact with. Toys and resources reflecting diversity, such as dressing up clothes, dolls, jigsaw puzzles and books are readily available to children and they celebrate festivals from a range of cultures. Parents and carers are invited into nursery to share their culture and festivals, and children have tasted a range of foods. The nursery works very closely with others supporting children, helping their emotional and physical needs and enhancing their well-being. Teachers from schools that children are due to attend are welcomed warmly to the nursery and

sharing in their progress helps to ease the transition from nursery to school. When children are cared for by others delivering the Early Years Foundation Stage the nursery liaises with them when they collect children, for example, but do not share learning journeys in order to work together to promote children's development. Parents and carers are welcomed warmly to the nursery at the beginning and end of each session. They are well informed about the nursery's policies and procedures and there is much helpful information regarding young children available to them. Although they are encouraged to take their children's learning journeys home regularly, they are not easily accessible and parents say that they feel uncomfortable accessing them. Those that do take them home encourage their children to add photographs and artwork, for example. There are many photographs of children involved in activities in the learning journeys and they will be a great memento of their time at the setting when they leave. Three times a year Unique Stories are sent home informing parents about children's development and their well-being. There are spaces for parents and carers to add their input which they do and any questions are answered immediately, helping them to feel reassured, giving them a clear picture of their child's developmental progress. Overall, parents and carers are very happy with the support that the nursery gives their families, saying that the setting has given their children a good routine that will be carried forward to school.

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

Children feel safe and secure at Ashford Play Nursery and readily approach staff for support and guidance, sharing conversations about things that are of importance to them, knowing that they will be listened to. Visitors to the setting such as police officers and fire safety officers help children to think about how to keep themselves safe and children have devised their own safety rules which they revisit on occasions. Children are independent users of the bathroom, washing their hands at appropriate times without reminders. They make choices about whether to play in or outdoors, engaging in physical activities and benefitting from fresh air. When playing outside they think about whether they are clothed appropriately such as putting on sunhats or wearing jumpers in cooler weather. Snack time is a social occasion with children making choices about when to participate, not interrupting games they are heavily involved in. Children enjoy a range of nutritious snacks and on occasions help to prepare them by buttering toast, for example. Parents and carers are given advice about what constitutes a healthy lunch and about keeping them fresh, and children enjoy a range of healthy foods. Children wait for everyone to be seated before they start eating, eat from plates and serve themselves knowing that they eat their savoury food first. Staff eat with children supporting them to learn good table manners.

Children are confident and independent learners. They hang their coats at named pegs, change into soft shoes and take their empty packed lunch bags back to shelving without guidance from staff. When dressing up they are encouraged to do so themselves but staff are always at hand to offer support when it is required. Photographs of all children are displayed at their eye level and children enjoy

looking at them, matching names to faces. Children also appreciate the photographs attached to their pegs of family members which they can look at throughout each session, making a connection between home and setting and helping them to settle. Artwork is displayed prominently, making children feel that what they have created is valued. The nursery helps children to think of others and they raise money for charities as well as giving harvest produce to the local elderly. Children have formed strong friendships and seek out each other to play with, cooperating and taking turns. They happily participate in a range of adult and child-led activities and respond positively to the expectations of the adults, having a positive attitude towards learning.

Learning through play is at the heart of the nursery and children are making good progress through the developmental stepping stones at activities that support learning across all areas. Key persons make written and photographic observations of children and use these to inform planning centred on children's interests and their next steps in learning. Progress and activities are monitored to ensure that children receive a broad curriculum. For the majority of the time children make choices about what they would like to do but during each session a key person group time focuses on a particular area of learning and is built upon throughout the week. For example, on day one children listen to a story and the next day they are encouraged to handle books themselves with staff monitoring where children require further support. The written word is displayed around the nursery and there are many opportunities for children to recognise their names. Children competently sound out phonics and are learning that writing goes from left to right and starts at the top of the paper. A mark making area encourages them to develop their pre-writing and writing skills. Children thoroughly enjoy listening to stories, joining in with enthusiasm and having access to props to add to their pleasure. A growing range of resources in the problem solving area that children help themselves to increases their mathematical understanding. Children use their imaginations to great effect, acting out experiences when playing with small world toys and in the role play area. An art and craft area where children have free access to a vast range of resources encourages children to use their imaginations and to create individual works of art. Children enjoy playing musical instruments and join in with singing with great enthusiasm. When playing in the garden children show excellent ball skills and are supported to extend on them by adults who participate in their games. There are many opportunities for children to construct; making recognisable objects, and tape measures are used by children to measure what they have built. Magnifying glasses are used in the garden to explore minibeasts and wildlife and children grow their own produce which they then cook and eat, recently enjoying chive and mashed potato. The use of the computer is rotated to ensure that all children are given the opportunity to develop their communication technology skills at games that encourage their mathematical learning, for example. Children are securing skills that will stand them in good stead in the future. They are encouraged to be active learners who think creative and critically.

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	3

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	3
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	3
The effectiveness of partnerships	3
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
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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

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