

# Teston and Waterringbury Nursery Group

Inspection report for early years provision

---

<b>Unique reference number</b>	127675
<b>Inspection date</b>	14/06/2011
<b>Inspector</b>	Christopher MacKinnon
<b>Setting address</b>	Teston Village Hall, Church Street, Teston, MAIDSTONE, Kent, ME18 5AH
<b>Telephone number</b>	07805 796353
<b>Email</b>	tandwngroup@googlemail.com
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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**

Teston and Waterringbury Nursery School opened in 1966. It operates from the hall and one smaller room in the village of Teston, near Maidstone in Kent. Children also have access to an enclosed outdoor play area. The nursery school is open five days a week during school term times only. Sessions are from 9:30am until 12:00noon, with afternoon sessions on three days a week until 2.30pm.

The nursery school is registered on the Early Years Register. A maximum of 24 children aged from two years to the end of the early years age range may attend at any one time. There are currently 39 children on roll. The setting receives funding for nursery education for children aged from two years and three years. The nursery school is able to care for children with special educational needs and/or disabilities, and also supports children with English as an additional language. There is staff team of seven, and all have early years qualifications, with one staff member currently working towards professional status.

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

Overall the quality of the provision is good.

The nursery school is a well organised childcare provision, with well trained staff who show a clear and consistent awareness of the developing needs of individual children. A highly stimulating and thoughtfully prepared play environment is provided, that also includes many opportunities for play and learning outdoors. The quality of the setting's planning for learning and staff skills with teaching is exemplary and children make excellent progress and achieve easily. Staff also work in a highly effective way to engage and involve parents in the play programme. Self-evaluation is consistently used to support improvement and the setting is currently developing a closer focus on aspects of the assessment system.

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

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

- develop the frequency of when key persons identify individual children's next steps in learning .

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

The setting is a long established pre-school provision and has the benefit of an experienced and well trained staff team. The staff are confidently guided by their supervisor and as a team all staff take part in the successful presentation of an effective programme of play and learning. Safeguarding within the setting is

consistently organised, through well maintained staff training and awareness and the use of detailed policies and procedures. The staff have a consistent understanding of the need to promote improvement and a recent range of practice developments have provided benefits to children, through updates to the play environment and strengthening of links with parents. The setting also successfully uses a range of detailed self-evaluation systems, and appraisals from outside agencies to support and improve practice.

The setting has highly organised and outstanding deployment of resources and the play environment offers an excellent range of different play areas for children. The setting provides a highly consistent range of opportunities for art, mark making and access to a computer is also a prominent feature. For example, a strong element of the play environment is the use of themed feature display, currently based on transport, where many visual elements are provided to support children's learning about transport types and distances. The setting provides children with a good range of resources, to support a consistently high amount of active child led learning, such as dressing up clothes and children make excellent use of free-flow, between the hall and the outdoor area, to successfully extend their games and play ideas. The setting's outdoor area provides many rich and stimulating opportunities to present play materials, particularly exploring tactile and sensory elements. The children also greatly enjoy den making, exploring puzzles, learning about nature and reading stories with staff outdoors.

Inclusion and diversity within the setting is successfully promoted, with a well established key worker system in place, providing a close focus on individual children's progress and overall development. Staff make confident use of focused learning time, and one-to-one interactions to promote development and effective care is taken to ensure parents are included. Children have many opportunities to learn about the wider world and other cultures, through well planned play projects and a range of featured resources help children develop a consistent awareness of peoples differences. The setting is also taking positive steps in the development of its partnerships with other settings. Staff are in contact with a nearby school setting and liaise through transition documents and site visits with the older children.

The nursery school's links with parents is highly organised and is another outstanding aspect of the provision. A wide range of initiatives is in place that successfully support and foster relationships with parents. For example, an innovative element called a 'news tree' is provided for parents to place family news and information from home and staff and children use and read this during the play session. The setting has also introduced a highly inclusive link with parents, through a process known as Stay and Play, where parents can remain at setting and engage with the activities. The setting is also highly consistent in providing parents with updates on how their children are progressing, and regular parental consultations are organised with key staff.

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

The nursery school has a range of excellent planning systems, and is highly successful in supporting children's enjoying and achieving. It operates with written plans for each term, and provides a highly organised range of play themes that fully explore the six areas of learning. Planning input is also gained from parents, which adds to the richness of play projects provided; through the inclusion of children's experiences and interests. To compliment this, a full and consistent daily plan of the play environment and resources is made, which successfully uses information on individual children, to provide focused learning.

A highly consistent and outstanding aspect of the nursery school is the high level of close contact and skilful teaching that is provided. The staff team make excellent use of timely and well judged questions and prompts to extend learning, particularly during challenging art and craft activities and working with the computer. Staff also show excellent skill when supporting children's child-led play; which often includes help with writing, learning words, and widening children's awareness of numbers and sizes. The setting has a well organised system of observation and assessment in place that engages with parents and is detailed and effective. Children have well presented learning journey folders that include clear notes on their progress and each child has periodic assessments that track their progress with learning. Individual children's key persons keep a close eye on how their allocated children achieve and take care to assess ways forward with their learning. However, the regularity of when this is undertaken is not clearly established and more frequent identification of children's next steps, is noted as an area for development.

The promotion of children's health and welfare is well organised. A cafe style snack system is in place that provides many good learning opportunities and once again parents are well included, by their involvement in the weekly fruit and snack food rota. Children also show considerable independence, with hand washing and helping themselves to drinks, from the dispenser. Children are successfully encouraged to engage in a wide range of activities to promote their physical development. Many opportunities for outdoor active games and role play are provided, and a wide range of tactile and manipulative play takes place; with water and sand outdoors.

Children are successfully helped to feel safe at the setting. Staff have a consistent knowledge of individual children's backgrounds and take considerable care to support new children attending. A well organised set of safety procedures and detailed risk assessments are also in place to ensure all aspects of the children's activities receive a full safety appraisal. Staff successfully provide children with good care and support, to help them feel included and able to contribute to the setting. Consistent and effective use is made of circle times, to establish children's personal and social development, and confidence within the group. Staff also work consistently to develop children's understanding of sharing and playing together.

The over all high quality of the planned activities and close staff teaching ensures

children develop excellent skills for future learning. Many aspects of children's communication, language and literacy are included, during focused activities. For example, during challenging art and craft sessions, children talk with staff and each other, and develop good skills in following verbal guidance. Children engage in a variety of mark making. They also choose books and have group story times that provide fun and support their interest in narrative. Children successfully engage in a range of problem solving and numeracy activities. Shape puzzles and number games are used, and children also have access to a computer. Here children show considerable confidence and spend time navigating a range of counting and sorting based programmes. Children spend a lot of time engaged in child led role play, which greatly benefits their creative development. The setting currently has a Fire Station play area and children make good use of a range of props and play items, to successfully make imaginative play. The promotion of children's knowledge and understanding of the world is also well featured. Children learn about nature and become involved in growing projects; and through the setting's ongoing transport based play themes, children learn about distances and other countries.

## 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	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	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
--	---

### 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	1
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	1

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](http://www.ofsted.gov.uk)



