

Tonbridge Day Nursery

Inspection report for early years provision

Unique reference number

EY302116

Inspection date

17/10/2011

Inspector

Joanne Wade Barnett

Setting address

West Kent College of Further Education, Brook Street,
Tonbridge, Kent, TN9 2PW

Telephone number

01732 369229

Email

Type of setting

Childcare - Non-Domestic

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.

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
W: 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).

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

Tonbridge Day Nursery is one of 113 nurseries run by Asquith Court Nurseries Limited. It opened in 2003 and operates from five rooms in a single storey building. It is situated in the grounds of West Kent College, Tonbridge, Kent. The nursery is open each week day from 7.30am to 6.30pm for 51 weeks of the year. All children have access to an enclosed outdoor play area

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend the nursery at any one time. There are currently 106 children aged from three months to under five years on roll. The nursery supports children with special educational needs and those who speak English as an additional language.

The nursery employs 27 members of staff. Of these, 21 staff, including the managers, hold appropriate early years qualifications. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and overall their individual needs are well catered for because the majority of staff have an effective understanding of the requirements of the Early Years Foundation Stage. Positive links with parents are in place and in general they are involved in supporting their children's learning. Partnerships with others are well established and make a strong contribution to supporting children's achievements and well-being. The nursery manager and staff are confident about what the setting needs to do to improve further and have been successful in making improvements to date.

What steps need to be taken to improve provision further?

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

- strengthen the system to support staff in identifying all learning that has taken place through observations to enable next steps to be accurately identified.
- provide an environment for children rich in signs, symbols, notices, numbers and words and positive images to reflect the wider community

The effectiveness of leadership and management of the early years provision

Children are cared for in safe and secure premises with staff who supervise them well. Risk assessments are carried out and daily checks are made of certain aspects and recorded. The staff are aware of their role and responsibilities in safeguarding children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Criminal Records Bureau checks are obtained for all staff to help ensure their suitability to work with children. The staff team works well together. Annual appraisals and access to training courses support their ongoing professional development. The nursery has a good awareness of the strengths and there are action plans to assist continuous improvement. The nursery values the views of children and parents from discussions and questionnaires. There are clear systems in place that enable staff to have a good knowledge of each child's background and needs.

The resources and toys are in good condition and suitable for the children attending the setting. All children are in rooms suitable for their age and stage of development, enabling them to access equipment to support their learning and development, such as the black and white area for the babies. The environment is safe and suitable but the lack of signs, symbols, words and numbers within the environment prevents children fully extending their skills in literacy and numeracy. Resources to reflect positive images of diversity and disability are available, such as books, dolls and jigsaws, however, the environment as a whole, does not fully reflect the wider community. Staff actively promote equality and diversity through activities and use their good knowledge of individual children's backgrounds and needs. Children with additional needs are identified as early as possible and information is shared between colleagues, parents and, where appropriate, interagency teams. This ensures children receive the help and support they need to make progress in their development.

The manager of the nursery is a committed individual who shares her drive and ambition with the team of staff. They have carried out a system of self-evaluation, involving the staff throughout the process, to identify most of the strengths and weaknesses within the provision. They carry out regular monitoring of the rooms, staff teaching and interaction and effectiveness of the provision. The management team hold regular meetings with staff as a group, and also with individual members of staff, in order to involve staff in some decision making. Regular monitoring of activities and the provision as a whole enables staff to make changes and alter activities where necessary to meet children's individual needs. All recommendations have been addressed from the previous inspection, reflecting the continuous improvement to promote good outcomes for children.

Partnerships with parents are given high importance. Parents receive a welcome pack detailing information relevant to the nursery. This provides staff with information about the child to enable staff to understand their needs before they settle into the nursery. Parent's views are sought on the service provided by the nursery, and changes are made to implement any suggestions where possible. Children's development records are shared with parents on a regular basis, with

parents being encouraged to contribute to this process. Parents are kept well-informed about their child's progress through daily verbal feedback and daily diaries. Written consents for aspects of care such as observations and dietary needs, are obtained to promote children's well-being. The nursery communicates with interagency teams where appropriate and other providers such as schools and speech and language. The good liaison between these other providers enables children's needs to be shared and supported.

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

Children arrive confident and happy, eager to enter their particular nursery room and find the toys and activities. Staff welcome children and their parents into the setting, sharing information about the child or the day's activities. Children make good friendships with their peers and the staff, building their trust and developing their self-esteem. Children are able to make choices from the adult led activities, or make free choices from the resources stored around the room. Staff support children's learning well, asking many open ended questions and sitting alongside the children, extending children's language skills. They use new words for children to learn, and encourage children to talk about what they are doing or describe objects they are playing with. Staff carry out regular observations in different formats to identify where children are in their learning. This information is then used to plan next steps in children's development, and used to inform future planning. However, there is not a system in place to fully monitor if all the aspects and areas of learning are being given equal consideration. Some staff are not as confident in recording observations and do not always fully reflect the learning that has taken place, resulting in some next steps not relating to the observation.

Children are learning good hygiene procedures as they wash their hands before eating and after using the toilet. The older children use the tissues for their nose and know to put it in the bin. Staff ensure they adopt good hygiene procedures for nappy changing to ensure they prevent cross infection. Children have access to their water bottles at all times and are given healthy snacks and meals, taking into account their dietary needs and allergies. Children engage in daily physical exercise, developing a healthy lifestyle, and benefit from the fresh air in the garden. They learn about keeping themselves safe as they use the apparatus outside, learning to sit on the slide and to hold on with two hands when climbing up the ladder. Children help each other keep safe, reminding others to move their fingers from the closing door or gates. Good quality interaction and well organised routines helps to support babies and young children to become secure and confident in the nursery.

The majority of children show a strong sense of belonging and security within the nursery and appear settled and happy. Children are supported in developing their independence by making choices of activities. Staff show care and concern to children, giving them a cuddle when they feel upset or anxious. Children treat each other with respect and learn to take turns and share the toys through co-operation with their friends. They show pride in their achievements when drawing or making

things and share this with an adult, supporting their self-esteem. Children use good communication skills from an early age, and staff ask open-ended questions to encourage children to think and reason. Many children are beginning to form some recognisable letters and are beginning to link letters with sounds. This development is supported by the good range of books in the book area. They talk about tall and small towers and make patterns with the different colours. These skills, along with the opportunities to use electronic toys, the laptop and the interactive whiteboard, ensure children make good progress in developing the skills they will need for their future.

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	2

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	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	2

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

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

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

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