

Nursery Days

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Nursery Days re-registered in 2007 and operates from three rooms in a unique converted old school building. The nursery is privately owned and the premises are situated in the village of Upchurch, Kent. Nursery Days may accommodate up to 57 children a day. The nursery is open from 7.15am to 6.30pm for 51 weeks of the year and is registered on the Early Years Register. All children share access to a secure enclosed outdoor play area. There are currently 68 children aged from three months to under five years on roll. Children aged three and four years are funded for free early education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities. The nursery employs 19 staff, of whom 18, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in a highly organised forward thinking nursery. A highly developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and excellent progress in learning. Meticulous self-evaluation and reflection ensures that staff build upon their high quality practice. Leaders demonstrate an excellent capacity to continue to improve the nursery in the future. Highly effective partnerships with parents, the local school and other agencies are a key strength and significant in making sure all children achieve excellent progress overall.

What steps need to be taken to improve provision further?

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

- consider extending children's knowledge of healthy lifestyles by using occasions such as snack time and lunch time to discuss foods that are good for them and understand why some choices are healthier than others.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are exemplary making sure that children are very well protected. Training is held regularly giving staff a very clear understanding of how to implement the rigorous safeguarding systems. Children's safety and security is a high priority. There is a designated health and safety representative who completes regular checks within the nursery environment to check children remain secure and safe.

Staff are actively supported to develop their knowledge and skills through highly effective and regular staff meetings and in-house training. Records and documentation are comprehensive and organised to an extremely efficient and high standard. The inspirational managers lead a knowledgeable team and effective self evaluation involves all members of staff. The nursery has achieved a Kent kite mark award for providing high quality provision; they continue to use this as a benchmark to drive ongoing improvement.

Excellent planning systems enable staff to know children extremely well and to extend learning and development. Children demonstrate clear enjoyment in the environment. Their uniqueness is recognised by the nursery staff who are fully aware of each child's background, and sensitively support both the children and their families. Thorough understanding of children's home routines enables the nursery to meet individual needs highly effectively. Resources are deployed thoughtfully in all areas matching children's interests and levels of development; this results in fascinating opportunities that motivate and encourage every child. Exceptional parental partnership systems are in place. Extensive newsletters, detailed daily updates, and well-organised formal parents' evenings make a significant impact on promoting highly positive relationships with parents. The nursery joins in with village community events raising funds for local charities. Parents are encouraged to contribute often to their child's development records, as well as providing suggestions through post boxes in the entrance hall. The nursery displays photographs of children's cultural activities through well-produced photo books that hang in the entrance hall. Excellent links are in place with other agencies involved in the children's care. The children's transition to school is greatly aided by the close links between the nursery staff and the local school teachers. This sharing of information and careful preparation provides the child with a clear understanding of their next steps. Parents speak highly of the nursery reporting that staff and management are extremely approachable, friendly and caring.

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

Children thrive in the nurturing environment where they show a strong sense of security. They confidently explore their surroundings knowing warm responsive adults are at hand. The high quality adult interactions and exemplary organisation of the environment helps babies and very young children to learn ways to keep themselves safe, extremely well.

The innovative use of developing weekly plans with children encourages independent learning and incorporates individual views and needs. Interesting opportunities to grow herbs and flowers in the garden, to build a volcano model and take the nursery teddy 'on holiday' engage the older children. Babies and toddlers thrive as they join in with stories, singing games and soft play activities. Children confidently use both the indoor and outdoor environments throughout the day. The highly effective evaluation and planning system for individual children demonstrates staff's extensive knowledge of child development. Children's progression in learning is a key consideration through daily staff observations. Children develop valuable skills for the future as they develop impressive levels of

communication and language skills. They are highly confident in their use of a range of information technology resources; for example, children are able to independently complete activities on the computer and confidently use cameras to record their learning. Numeracy activities are made relevant as children count how many here today and fix their name to a number line.

Children display high levels of behaviour and show sensitivity to others; for example children are happy to find toys for others. Staff explain rules for behaviour very well, sensitively praising and encouraging children to share and consider others. Adults are positive role models and enjoy excellent relationships with the children. This is reflected in exemplary levels of politeness across the age groups. Children eat nutritious snacks of fruit and vegetables and have excellent healthy lunches prepared and cooked freshly everyday on the premises. Children's knowledge of the health benefits of foods is not always extended fully through teaching. Meal times are well planned; older children take turns to serve each other at the tables with great efficiency. Excellent systems are in place to ensure that dietary and medical needs are met. The children are fully aware of the importance of good hygiene understanding why they need to wash their hands after feeding the fish, playing in the garden and before meals. Children develop well physically through planned weekly sports activities, and through their daily play on climbing apparatus in the outdoor environment. Babies and children are given individual space alongside the other children in the garden where they can roll, crawl, toddle and climb. Children are encouraged to water the plants and take care of their garden making a positive contribution towards their environment.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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