

Silverdale Day Nursery

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

Silverdale Day Nursery is one of 10 nurseries run by Kinder Nurseries Limited. It opened in 2011 and operates from three main play and learning areas in a converted primary school. It is situated in Tunbridge Wells, Kent. The nursery is open each week day from 7.00am to 7.00pm 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. A maximum of 90 children may attend the nursery at any one time. There are currently 55 children aged from three months to under five years on roll. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs 21 members of staff. Of these, 12 staff, including the managers, hold appropriate early years qualifications and five members of staff are working towards an early years qualification. The nursery provides funded nursery education for three and four-year-olds, and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and welcoming environment where staff know them well and acknowledge them as unique individuals. They make good progress in their learning and development. This is because staff have a secure understanding of the Early Years Foundation Stage requirements. The partnerships with parents ensure staff have a good knowledge of children's individual needs to ensure they are continually supported. However, links with other settings have not been fully established. Since opening, the nursery has identified areas for improvement and has immediately implemented actions to address these. This shows that the nursery is pro-active and able 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:

- develop the arrangements for sharing relevant information with practitioners in other early years settings children attend in order to ensure effective continuity and progression
- improve the organisation of everyday routines such as snack and meal times to minimise the time children spend waiting passively.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted and safeguarded through effective safeguarding procedures. Practitioners have a good understanding of procedures to be followed should they have any concerns about a child in their care. Effective recruitment and vetting procedures are implemented to ensure that practitioners are suitable to work with children. Written risk assessments and daily visual checks are conducted to identify and minimise hazards to ensure that the environment is safe for children. Fire evacuation is practised on different days to ensure that all children are familiar with the routine. These robust measures help safeguard children's welfare. The nursery encourages continuing professional development for its staff with five members currently pursuing relevant childcare qualifications. As a result, children are cared for by skilful and knowledgeable staff who are committed to the children in their care.

Equality and diversity are well promoted and the needs of children well met. The effective deployment of resources allows children to select what they would like to play with, thereby developing their own ideas and independence. Resources and the environment support children's understanding of diversity. There are posters, books and toys that reflect different ethnic groups. Staff plan the environment to meet the differing needs of boys and girls, for example, moving the construction area to provide children with ample space to explore and extend their ideas. Staff support children well. Their good observations of how children grow and develop ensure children are challenged in most areas of development.

In their first six months of operation the nursery demonstrates good capacity to maintain continuous improvement. The nursery has high quality resources and furniture made from natural wood to maintain sustainability. Children play in spacious and welcoming areas, which include a mezzanine for the pre-school children. The management team has a clear vision for the future of the nursery. They have identified areas for improvement through the use of self-evaluation which is evolving. This positive approach reflects the nursery's commitment to drive improvement. Staff are committed to ensuring all children are welcomed and fully included. There are effective systems in place to support children with additional needs as the learning environment is inclusive and enabling.

Effective partnerships are established with parents and there is clear two-way communication on a day-to-day basis, as well as frequent opportunities to discuss children's progress. Parents receive good quality information about the Early Years Foundation Stage (EYFS) and a range of policies and procedures. The nursery has recently used questionnaires to gather parents' views and ideas and these contribute to improvements in the provision. Settling-in procedures are in place to meet the individual needs of children and their families alongside a key person system. Parents are welcomed into the nursery for consultation meetings where they view and discuss their child's profile with staff. This cohesive approach ensures parents contribute to their child's record of achievement. The nursery has not yet established links with outside agencies and other providers who share the care of the children. However, the nursery recognises that sharing children's

developmental records with other providers will maintain continuity of care and to meet the individual needs of each child.

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

Children enjoy their learning, achieve well and develop good skills for the future. Staff work with parents to identify children's starting points and interests. Using their observations, staff plan for children's developing skills and identify their stage of development. Children benefit as staff plan for them on an individual basis. Very young children enjoy exploring the space available, practising their new skills of pulling themselves up and moving independently. Toddlers enjoy spending time in the garden. They enjoy water play, squealing with delight as they pour water into the sand tray. They explore capacity by filling and emptying buckets. Staff join in by counting how many scoops and talking about how much sand is in the bucket, introducing language such as 'more', 'full' and 'empty'. Older children enjoy using the computer and show good technology skills. They know how to switch the computer on, adjust the volume and use the mouse to operate simple programs. They identify errors they make and use their skills to correct these, demonstrating good problem solving skills.

Children feel safe and secure. Some younger children are new to the setting but settle quickly, with the caring support of staff. Children enjoy cuddles and staff adhere to the routines of very young children to ensure their security. Children show confidence and are keen to explore the environment. They are developing a good understanding of safety; for example, they practise the fire drill, learning how to respond in the event of an emergency. They know to tidy away unused resources to prevent trip hazards and hold on to banister rails as they climb up and down from the mezzanine. Children are well behaved because they are stimulated. Should they have a concern they inform staff, who support them in resolving the issue. Children show good manners, using 'please' and 'thank you', and develop a respectful attitude. As a result, they are well on their way to making a positive contribution within society.

Snacks times are healthy as they consist predominately of fresh fruit, dry fruit, milk and water. In addition, they enjoy the nutritious meals provided by the outside catering company which takes into account the age of the children and their dietary requirements. Children sit together learning social skills and having small group discussions. However, this was less organised at snack time with the pre-school children and lunch time for the toddlers, as the children waited passively before starting. Children follow good hand washing routines which helps to minimise the risk of cross-infection. They have many opportunities for fresh air and physical exercise and enjoy the use of climbing apparatus and wheeled toys in the garden. This demonstrates to children the importance of adopting healthy lifestyles. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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
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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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