

Canterbury Day Nursery, Holiday Playscheme and ASC

Inspection report for early years provision

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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*.

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

Canterbury Day Nursery, Holiday Playscheme and After School Club opened in 1974 and is run by a registered charity committee. It operates from several rooms in a single storey building in the city centre of Canterbury, Kent. All children share access to secure enclosed outdoor play areas. Children come from a wide catchment area. There are some steps in the garden.

The setting is open each weekday from 8.00am to 6.00pm all year round, closing at Christmas and for bank holidays.

A maximum of 115 children may attend the setting at any one time, 80 of whom may be in the early years age group. There are currently 120 children in the early years age group attending. The setting is also registered on the compulsory and voluntary parts of the Childcare Register to care for children aged above the early years age range, and these children attend the after school club and holiday playscheme. The nursery is in receipt of government funding for two, three and four-year-old children.

The setting is able to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 29 staff in total, five of whom work in the out of school clubs. This includes the charity manager, nursery manager, supervisor, lunchtime assistants and a cook. The majority of nursery staff hold relevant qualifications to level 2 and above. The supervisor and manager are studying towards an early years degree.

The setting receives support from the Local Authority and has achieved the Kent Quality Mark, which is a Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress from their individual starting points, and those who speak English as an additional language are well supported. The environment is mostly welcoming, and set out well to enable children to be active and independent learners. Children's welfare is well promoted. They feel secure in the care of kind and positive adults who promote children's personal, social and emotional development. The setting has strong leadership and management, which results in supported and qualified staff who work consistently as a team. Partnerships with parents are strong and supportive, and their views are actively sought and respected. Good use of self-evaluation leads to well targeted and challenging plans for the future, and a good ability 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:

- increase the promotion of positive attitudes to diversity, through activities and resources that encourage children to talk about similarities and differences, and the reasons for them to help children to value aspects of their own and other people's lives
- make better use of the space in the babies' room to make it more cosy and welcoming
- protect children's privacy and dignity when using the toilet areas.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well and their welfare is protected. Visitors to the premises are monitored. Staff are given information regarding child protection, and have access to relevant children's officer's contact details in each room. Staff are vigilant, and deploy themselves well, so that children are well supervised both indoors and outside. There is an effective system to make sure all staff are vetted. The implementation of a strict mobile phone policy, both for staff and parents, helps to protect children.

A large proportion of children attending the nursery speak English as an additional language. These children and their families are welcomed and supported well. For example, staff have good links with a local language school who are able to interpret or help with translating documents. Resources which show positive images of diversity are fairly plentiful, but staff recognise that this is especially important in this setting, and plan to develop this area. They have recently started to assess the progress of different groups of children, which enables them to narrow any gaps in children's learning and achievement.

The caring and well qualified staff team work well together. Management is supportive of training needs, and promote a shared vision for future development. Management include staff in the self-evaluation process, so they feel their views are valued. Change and development in the setting is ongoing and constructive; outcomes for children are constantly being improved. Recent improvements include introducing systems to monitor the progress of children. Challenging plans for the future include reorganising the baby room to better meet their needs.

The environment is generally very welcoming for children and their families. Fundraising for new resources is ongoing, and staff are continually finding innovative ways to make the most of what they have. For example, toddlers now have free-flow to an outside area. In the pre-school room, children make choices from a good range of toys, initiating their own play, and taking charge of their own learning. Babies have free access to good quality toys which challenge their physical and intellectual development. However, the room generally lacks warm,

cosy areas. Not all the toilet areas afford children privacy if wanted.

Parents are offered a wealth of information about the setting and their children's care, for example, via the notice boards, and in newsletters. They are welcomed into the nursery and encouraged to stay with their children, so that children are settled and happy. Their views are actively sought and acted upon. For example, some were unsure about the meaning of their children's records, and they now have clear information in their children's folders regarding the six areas of learning. Parents very much appreciate the friendly staff and atmosphere, and feel that staff communicate well, keeping them informed about their child's day. Staff work well in partnership with other professionals who are supporting families and children in order to promote progression and continuity of care.

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

Children make good progress in their learning and development. Adults use observations well to show children's progress, and to ensure that they make progress consistently across all the areas of learning. They build on children's interests and provide good opportunities for children to learn independently, offering sensitive support to challenge and extend their play.

Children in all areas of the setting are settled and happy. Adults manage the transition from one room to the next well. For example, children visit with their friends and their key person prior to the change. Parents confirm that children know who their key person is, and develop special relationships, giving children a sense of security and belonging. Babies are held close for cuddles as they wake up. Pre-school children are beginning to understand safe behaviour. They know that they must hold hands when out, and remind each other not to flick sand around. They practise fire drills and activities such as building a fire engine and pretending to put out fires, reinforces their understanding of fire safety.

Consistent use of praise and encouragement throughout the setting helps children to behave well and gives them good self-esteem. Toddlers feel valued as they proudly show off their stickers, for example, for using the potty successfully. They take care of their environment, for example, reminding adults to pick up all the animals at 'tidy up time'. Children are confident, make friends, and are developing trusting relationships with adults. Children from different cultures and backgrounds play constructively and happily together.

In the pre-school, children show that they are developing the skills which will help their learning and development in the future. For example, they ask questions and persevere well at challenging chosen activities, such as using scissors to cut a box, and they are interested and motivated. They solve problems creatively, for example, when constructing a fire engine made from crates and tyres. Toddlers gain information technology skills as they play simple computer games, using the mouse competently.

Healthy choices at mealtimes help children to learn about the benefit of a balanced diet. Babies show that their health needs are met; they are contented and relaxed. They toddle quickly and excitedly to the meal table when they see staff preparing food. Pre-school children take care of their own personal care, and confidently access the hand gel on the wall without prompting. Energetic and challenging outdoor play is available daily, so children's physical development is well promoted during play in the fresh air.

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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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