

# Brompton Day Nursery

Khartoum Road, Gillingham, Kent, ME7 5AX

<b>Inspection date</b>	14/09/2012
Previous inspection date	01/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Excellent settling-in procedures help children and parents or carers develop trust and confidence in their key person and successfully help children separate from their parents or carers.
- All children have easy access to a wide variety of toys, activities and resources, indoors and outdoors, that support their individual stages of learning and development well.
- Good systems for self-evaluation include feedback from all staff, parents' contributions and children's ideas, and lead to action being taken that continually develops the provision for the benefit of the children.
- Staff methodically observe and assess children's progress so that they are able to plan suitably challenging activities and provide good support, leading to children making strong progress in their learning and development.
- Staff implement rigorous procedures that help to safeguard the children's welfare.

### It is not yet outstanding because

- Staff do not use key words in children's home languages effectively to develop children's confidence and ability to communicate.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in various rooms and outside, had discussions with children's key people, and reviewed a sample of children's assessment records and planning.
- The inspector held a meeting with the manager and took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of documents and records, including the newly formulated check forms for two-year-olds, recruitment and risk assessment records and the complaints log.

## Inspector

Mary Vandeppeer

## Full Report

### Information about the setting

Brompton Day Nursery is owned and operated by Kinder Nurseries Ltd. It opened under its current owner in 2010. It operates from a large detached building in Brompton, Gillingham, Kent. The nursery comprises of nine playrooms, a sleep room and a separate staff room/office. There are separate kitchen and toilet facilities. Children have access to three secure outdoor play areas. There is a step to access the front of the premises and a

ramp to the rear entrance. There is an internal staircase leading to the play areas for the over fives and the office. The nursery serves families from the local community and surrounding areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 102 children on roll, aged between three months and under five years. The nursery receives a grant to provide free early education for three and four-year-olds. The nursery opens five days a week from 7am until 6pm for approximately 51 weeks a year. Children attend for a variety of sessions. The setting has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 35 members of staff who work with the children, including the managers. Of these, most have a recognised early years qualification equivalent to National Vocational Qualifications between Levels 2 to 6, and three have Early Years Professional Status.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- improve the educational programme for communication and language for children who speak English as an additional language by using words familiar and important to them in their home language.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The key person system is effectively developing links with parents and supporting children. Staff encourage parents to share their child's development when they first join the nursery and immediately begin to assess children through observing them during activities. This helps staff identify children's starting points and to effectively plan for their continuing development by identifying their next possible steps in learning. Most staff are well qualified and three have Early Years Professional Status and they have good understanding of how to support children's learning and development. They plan a wide range of activities that take account of children's individual levels of development and interests. For example, toddler's show how they develop understanding as they carry out simple instructions given by staff and fetch an identified toy. Staff help children develop independence as they set out resources accessibly for children to freely select from. The staff find out important words in children's home languages, when children speak English as an additional language, however, these are not used sufficiently by staff to help children communicate and to develop their confidence.

Staff organise a good balance of adult- and child-led activities that children enjoy and help to ensure children are ready for their next steps in learning.. In a small adult-led group, children show great curiosity as they explore different materials and improve their language skills as staff encourage them to describe their experiences. Staff skilfully ask many 'how' and 'why' questions to extend children's thinking as they mix water into dough and describe it as being 'like porridge' or 'soup' as it thins. Staff organise rooms to provide children with opportunities to explore space and shape, such as when children cooperatively build a roadway layout and carefully make it lead into a garage. They encourage children's understanding of technology as they help them use programmable toys that move to follow a planned route, and introduce mathematical language to describe where it goes and how many squares it moves over. Children show imagination as they make 'sparkly' pictures to take home or develop their role play. Staff develop children's language during their favourite activities, teaching children the correct names of the various animals they are playing with. Children develop physical skills well. They have daily opportunities for energetic outdoor play, while inside, for example, they learn how to do up laces, buttons and buckles using an activity board made by a parent. Staff involve parents in children's learning by sharing children's records and organising consultation weeks, when parents are encouraged to meet staff and reflect on children's progress.

### **The contribution of the early years provision to the well-being of children**

Children and parents have strong links with their key person and develop confidence and trust due to the highly effective settling-in process. This allows parents to accompany their children for as long as it takes to settle them. During this time the key person gathers information about children's starting points, backgrounds, skills and interests, which helps them provide for children's needs. Children are happy and behave well as they share resources and learn to play cooperatively. Staff use sticker rewards to promote good behaviour and develop children's confidence as they take photographs of good work for them to share with their parents. Younger children learn to cope with their own emotions as they use 'feelings' spoons, with various facial expressions on, that help them show others how they feel. Children develop clear understanding of hygiene as they follow appropriate routines and learn when they need to put on sun cream before playing outside. Staff liaise with parents to ensure children's dietary needs are met and they reflect children's favourite foods and changing tastes in the menu. Children develop independence as they select their activities from a good range of resources set out accessibly, such as, baskets of toys on the floor in the baby room. Staff motivate children's involvement in activities by adjusting the layout of play areas to take account of children's interests. For example, the role play area is now accessible to more children at any one time. Children develop safe behaviour, such as when they learn to take turns, hold on and balance as they use a slide indoors or as they practise the fire drill. Outside, toddlers access the new adventure garden, which provides good challenges for their physical development.

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

**provision**

Leaders and managers, including those who hold Early Years Professional Status, monitor the delivery of the educational programme carefully. All staff are using the revised Early Years Foundation Stage and planning now focuses on the revised areas of learning. New systems are in place to meet the new requirement for a summary assessment of all two-year-olds to share with parents and, through them, other professionals. Managers implement rigorous safeguarding procedures. New staff undergo checks to confirm they are suitable to work with children and have a thorough induction. Staff show good understanding of safeguarding procedures, which are revisited regularly at staff meetings. Risk assessment is thorough and any hazards are minimised. There are generous ratios of staff to children, which ensure children are supervised well and receive plenty of support in their care and learning.

Parents receive clear information about the nursery and know who their child's key person is. Staff liaise with parents or carers to promptly identify any child who may have special educational needs and/or disabilities. They seek advice from other agencies to ensure a quick assessment of children's needs and the provision of additional support when necessary. This helps to close any gaps in children's learning and development. Staff regularly share information with parents about their children's progress and monitor the effectiveness of new methods for involving parents in children's learning.

Leaders and managers show strong commitment to the continuing improvement of the provision. They promptly deal with any concerns raised and take action to introduce effective improvement, where this is necessary. Ongoing appraisal systems mean that leaders and managers support staff's continued professional development by identifying their strengths and weaknesses and by providing training. In-depth self-evaluation includes feedback from staff, children and parents and identifies the provision's strengths and areas for further development. Improvements made greatly benefit the children, such as the refurbishment of outdoor areas and new systems to share information with parents and involve them more in children's learning. Currently staff are receiving training for Every Child a Talker, a programme that will help them focus on further developing children's communication skills.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY408017
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	882631

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	158
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Kinder Nurseries Ltd
<b>Date of previous inspection</b>	01/06/2010
<b>Telephone number</b>	01634 840 800

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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