

Tubbenden Nursery

Tubbenden Primary School, Sandy Bury, ORPINGTON, Kent, BR6 9SD

Inspection date

10/12/2012

Previous inspection date

01/03/2007

The quality and standards of the early years provision

This inspection:

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

- Children are happy and keen to learn because of very good relationships with staff and the stimulating experiences provided for them.
- The children are well cared for and safety is of the highest importance.
- The management team monitor the nursery provision effectively, ensuring that every child makes good progress in relation to their starting points.
- Parent's views are valued and are incorporated into improvements for future development.

It is not yet outstanding because

- There are some inconsistencies in staff's use of guidance, such as Development Matters in the Early Years Foundation Stage, to continually improve assessment and planning.

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 talked to several staff, parents and held discussions with the managers.
- The inspector examined a wide range of documentation including safety policies, complaints procedure and actions.
- The inspector undertook a joint observation of an activity with a senior manager.
- The inspector looked at a sample of children's records, curriculum plans and assessments.

Inspector

Karen Callaghan

Full Report

Information about the setting

Tubbenden Nursery operates from Tubbenden Primary School, which is situated in Sandy Bury, Orpington, Kent. The nursery was registered in 1992, and is well established in the area. Available play space is within a well equipped classroom. The children also enjoy regular use of the assembly hall/gym. The outside play area leads out directly from the classroom, and other areas of the school premises are also used for supervised outdoor

activities. The nursery currently provides care for 40 children, of which the morning session comprises 24 children and the afternoon session comprises 16. The age range is 2 - 5 years; two-year-olds are sometimes admitted in the term during which they will reach their third birthday. It is in receipt of funding for three- and four-year-olds. The nursery operates morning and afternoon sessions, from 9 am to 12 noon and 1 pm to 4 pm during term time only. Some children stay all day and there is a lunch club for these children and any others who choose to have lunch before they go home. The nursery supports children with special educational needs and /or disabilities and children learning English as an additional language. Six qualified staff work full and part time.

What the setting needs to do to improve further

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

- strengthen staff's use of guidance, such as Development Matters in the Early Years Foundation Stage, to ensure consistency in assessing and planning for children's development.

Inspection judgements

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

The atmosphere in the nursery is busy and purposeful. Children are happy and enjoy learning through a good range of play opportunities. Staff are friendly and welcoming and encourage each child to engage in a range of interesting activities. Children follow their own interests and attentive staff talk to them and help them find resources, providing much individual attention. They extend the children's vocabularies by describing what they do. Children making a sleigh for Santa are offered a selection of materials to cover a large box and are praised for their cutting skills. Staff offer help to the younger ones when requested. They listen to the children's ideas with interest and ask them questions to extend their language; for example they ask what they might need to pull the sleigh along. The staff provide good role models for children's developing speech by using correct grammar.

Children use a variety of tools and are taught to use them sensibly, for instance they carry scissors carefully. They are encouraged to have a go at writing their names when they have finished a piece of art work and have lots of other opportunities to practise these early skills during both inside and outside play. When children are ready they are taught the sounds of letters and they practise how to form them correctly. A quiet book area gives the children good opportunities to browse and share stories with their friends. They

handle books well, starting at the beginning and turning the pages carefully. Staff encourage the children to take care of the nursery environment and tidy up when they have finished. Children know they must wash their hands when they have finished art activities and after they have used the toilet.

Staff plan a broad programme of activities to cover the seven required areas of learning both indoors and out. The learning environments offer a wide range of resources which extend and enhance the children's experiences including construction materials, music and crafts. Children are able to move freely between the different areas to continue their learning. Physical development is particularly well catered for with a range of climbing frames, wheeled toys and a large assortment of small apparatus such as different size balls, ropes etc. The children have good opportunities to move in both dance and yoga sessions which they love. The nursery takes advantage of being able to use the outside facilities of the main school which extends children's physical skills. Early maths skills are a strength of the nursery with staff offering one to one support. Children count out spots and stick them onto felt ladybirds: they are encouraged to say how many more they will need to make up numbers, use a number line to check and practise writing the correct formation.

Staff make clear records using observations and assessments of the achievements of each child, often adding photographs to aid clarity and share with both the children and their parents. These form personalised learning journals showing progress. Some staff are not as knowledgeable as others about using guidance, such as Development Matters in the Early Years Foundation Stage, to assess and plan for children's progress. This has limited impact on children since management monitor children's progress carefully. Children who speak English as an additional language are well supported by staff on an individual basis; staff use picture cues and gestures to help the child develop their language skills as well as singing games and using well-chosen books.

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

Children are encouraged to become independent learners. Good relationships between staff and children are well established through a successful key person system. All staff get to know the children well but they form particularly close bonds with the children and families for whom they take special responsibility. This helps the children feel safe and build up confidence. The majority of parents feel that they are well supported by staff and know they can ask for help when needed. Staff spend time exploring emotions with children, for instance what makes them 'happy' and 'sad'.

All staff take a consistent approach in their expectations of children's behaviour and the children soon get to learn what is acceptable. The staff are sensitive to their needs, intervening promptly when problems arise by speaking to the child and explaining what they should do to make amends. Staff give plenty of praise to those children who display kind behaviour and learn to share with others. Thus the atmosphere in the nursery is friendly and supportive and children are confident and learn self-control.

Children learn self-care skills by staff giving them opportunities to collect the materials they need for an activity. They begin to learn that some foods are healthier than others and can help themselves to water. They learn to dress themselves and put on their coats and scarves to play outside. The children develop good attitudes, learn a range of skills and make good friends in the nursery. This gives them a strong start which underpins their eventual move to school.

The effectiveness of the leadership and management of the early years provision

All staff show a clear awareness of safeguarding children. They have attended relevant training, ensuring their knowledge is up to date so that they can take prompt action if they have concerns that a child is at risk of harm. All have knowledge of first aid procedures and there are named first aiders. The committee work well with the manager using robust procedures in order to appoint staff who are suitable to work with children. The manager and the deputies place high priority on protecting children's welfare and work with the school inclusion manager and outside agencies to support the children and their families. A safe environment is paramount within a larger school community and entry to the nursery is by electronic devices only and all visitors sign in and are collected by staff to gain entry. The nursery staff have photographs of all named adults who are allowed to pick up their child. Risk assessments of all hazards both indoors and outdoors are robust. The nursery carries out their own timed fire drills and adapts procedures to ensure the children stay safe.

The nursery manager works with the school's early years manager to improve planning and assessment and this ensures good continuity when the majority of children move onto the reception classes. The nursery is also given advice from the local authority on how to continue to improve provision. Comprehensive self-evaluation is undertaken by staff every year and they accurately identify areas for improvement. The views of both children and their parents are valued and incorporated into an action plan. Managers carry out learning walks to identify good practice and ensure procedures and activities are of the best quality. The educational practices of the staff are appraised on a regular basis however further professional development is not always available and targeted to individual staff needs. This leads to some inconsistencies in staff knowledge. Assessment procedures are now strong and managers take great care in tracking the progress of all children, identifying those who are underachieving in certain areas and giving them support.

Parents are supportive of the work of the nursery and say the staff are friendly and approachable. They are given newsletters to inform them about topics. They are invited to discuss their child's needs and progress with each key worker on a regular basis and are able to add their own comments. All parents have a contact book to keep the nursery informed of children's care and learning at home and receive advice from the staff in return. Staff speak to parents daily when available and give them support and encouragement.

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
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

Unique reference number	137252
Local authority	Bromley
Inspection number	893107
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	40
Name of provider	Tubbenden Nursery
Date of previous inspection	01/03/2007
Telephone number	01689 851653

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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