

Stables Nursery

Mountains Stables, Noble Tree Road, Hildenborough, Tonbridge, Kent, TN11 8ND

Inspection date

19/12/2012

Previous inspection date

11/08/2009

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

- A strong partnership with parents results in them being well included in their children's care and learning.
- Children make good progress across all the areas of learning due to staffs' good knowledge of how children learn, good teaching techniques, and a well resourced environment.
- The outdoor environment is especially attractive, and children benefit from outdoor play, and walks when they learn about the natural world.
- Management have a good awareness of the nursery's strengths, and have effective systems in place to maintain continuous improvement and develop practice.

It is not yet outstanding because

- There are slight weaknesses in the educational programme for communication and language in the baby room.
- There are slight weaknesses in the educational programme for literacy for pre-school children.

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 all the four play rooms.
- The inspector held meetings with the owner and manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.
- The inspector scrutinised relevant supporting documentation.

Inspector

Cilla Mullane

Full Report

Information about the setting

Stables Nursery registered in 2005. It is privately owned and managed, and is one of two nurseries belonging to the owner. It operates from fully converted stables in a rural area

of Tonbridge. There are five rooms used for childcare as well as office space, staff areas, kitchens and toilets. There is a fully enclosed outdoor play area which is accessible from some of the rooms. Children also have use of a grassed paddock and go for walks in the neighbouring fields. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open from 7.30am to 6pm for 51 weeks of the year. There are currently 101 children in the early years age range on roll, attending on either a full-time and part-time basis. The nursery offers a breakfast club and after school facility and holiday play service to school age children. The nursery is in receipt of funding for three- and four-year-olds. The nursery is able to provide care for children with special educational needs and/or disabilities as well as those who speak English as an additional language. There are 18 staff including the owner, manager, a chef and an office manager. The owner has gained Early Years Professional Status and, of the remaining 15 staff who work directly with the children, 13 hold a relevant childcare. The setting works closely with advisors from the local authority.

What the setting needs to do to improve further

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

- enhance babies communication and language by singing songs and rhymes during everyday routines
- enhance opportunities for reading and writing in the pre-school room by helping children to see and hear the links between sounds and letters, for example, by playing games such as word letter bingo.

Inspection judgements

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

Throughout the nursery the quality of the educational programme is good, with the majority of the areas of learning being delivered well. Good use is made of the rich outdoor environment. After a nature walk children chat enthusiastically about their experience. They learn new words such as 'giant', to describe a big tree. They think about textures, describing the trunk as 'a bit bumpy and hard'.

Babies' personal, social and emotional development is a priority, and they show that they feel safe and settled. For example, they go to look at photographs of their family displayed on the wall. Adults in the baby room interact closely and warmly with the children, holding them on their laps and making them laugh playing with glove puppets, and playing peek-a

boo.

Adults use good teaching techniques to ensure children enjoy learning through play. They plan suitable activities for each individual child by carefully observing their interests. For example, in the baby room, activities such as painting and playing with shredded paper offer good opportunities for children who like to explore textures and to get messy. In the pre-school, adults' good ability to ask open questions results in children's thinking being challenged, and their skills of reasoning improving.

Resources throughout the nursery are well organised, challenging and interesting, and readily accessible to children. Therefore babies are keen to explore their environment, and pre-school children have good access to creative resources to use as they please.

There are slight weaknesses in the educational programme for literacy in the pre-school. Staff do not use a phonics system to help more able children to link sounds and letters. There are also weaknesses in the babies' room for communication and language. There are set times for music and singing rhyming songs to help develop children's language and communication. However, adults do not include singing nursery rhymes in every day activities and routines, such as when lunch is being served, to develop this further.

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

The key person system in the baby room is especially effective. An emphasis on helping young children to feel settled results in them being ready to learn. Key persons develop strong partnerships with parents, which enables them to understand children's individual routines, and likes and dislikes in order to plan well for the next steps in their learning. Pre-school children can discuss how they stay safe in the setting. For example, they explain that they 'only walk' in pre-school. They show that they understand kind and thoughtful behaviour. For example, they talk about having 'kind hands' and not pushing their friends.

Toddlers approach adults to convey that their hands are dirty, showing that they understand their personal hygiene needs. Babies are given wipes before and after they eat, and try to clean their hands, starting to understand self-care routines. In the pre-school, the older children are able to demonstrate how they need to give their hands a 'good rub' so that the 'germs are gone'. They talk about healthy lifestyles, resulting in a picture gallery of examples of healthy living, including tooth-brushing and playing football. Therefore children throughout the setting are learning about good hygiene and healthy lifestyles appropriately for their age.

Staff give careful consideration to children's move to the next room, and they only move if ready. This contributes to their feelings of security. Furthermore, they have spent time in the next room prior to the transition, and are therefore familiar with the adults and surroundings. This helps children prepare for the next stage in their learning.

Parents are very included in their children's time in the nursery. Parents of babies are

encouraged to express their concerns for their children's care, and staff respond by respecting their wishes, and reassuring them that their children's needs are met. Parents appreciate the approachability of staff, and the flexibility of the setting. They like the way that children are introduced sensitively to the staff and environment of the next room in their progression through the nursery. They feel included in their children's day, and their child's learning.

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

Children are kept very safe within the nursery. Staff's good awareness of procedures to keep children safe from harm enable them to take the correct action to protect children when required. All adults are appropriately vetted to check their suitability to work with children. Fire evacuation is practised frequently, and staff understand their individual roles in keeping children safe in this respect. A careful system informs the chef daily of which children have food allergies, so they are catered for safely.

Thoughtful self-evaluation results in a clear understanding of the strengths of the nursery. Staff rightly feel that children are settled and happy, and that parents are included well. Self-evaluation has also resulted in a good record of continuous improvement. Recent developments have improved outcomes for children and their families. For example, communication books now contain a lively account of children's days, so parents know exactly what their child enjoyed and what made him/her laugh. Plans for the future are challenging: management feel that parents are included well in the pre-school, for example, when they attend fun or informative workshops, but this is an area for development in the baby/toddler section of the nursery.

Staffs' professional development is well supported. They are given opportunities to attend training. For example, implementation of knowledge gained by attendance of the training course 'Every Child a Talker' has resulted in improvements in children's language and communication skills in most areas of the nursery.

Systems to monitor the success of the educational programme are in place and are mostly effective. Senior staff check the quality of key person's records to ensure good quality and consistency. Staff look at their own records of children's progress to make sure that they are developing well in all areas. They then plan for children future development based on children's individual learning needs.

The Childcare Register

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

Unique reference number	EY298761
Local authority	Kent

Inspection number	892994
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	101
Name of provider	Stables Daycare Ltd
Date of previous inspection	11/08/2009
Telephone number	01732 833266

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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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