

The Green Cave Day Nursery

10 Vale Road, Tunbridge Wells, Kent, TN1 1BP

Inspection date

Previous inspection date

06/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The good use of observation, and staff's knowledge and understanding of how children learn, is helping them to provide activities that support children in making good developmental progress.
- Children's self-help skills are very good as they are supported to take charge of their own well-being.
- Parents and carers are very well informed about all aspects of the setting and their children's developmental progress, helping them to be fully involved in their children's learning journey.
- Children enjoy playing daily in the salt cave which provides health benefits alongside enjoyable activities that promote learning across all areas of development.

It is not yet outstanding because

- Many displays that would be of interest to children are displayed above their eye level, meaning that they cannot notice them.

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.

Inspection activities

- Before the inspection the inspector looked at the setting's web-site and read their self evaluation.
- The inspector observed children's play and practitioner's interactions.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector spoke to the manager, practitioners and parents.

Inspector

Karen Scott

Full Report

Information about the setting

The Green Cave Day Nursery is privately run. It registered in 2012 and operates from The Salt Cave, situated close to the railway station, shops and parks in Tunbridge Wells. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 12 children may attend the nursery at any one time. There are currently 14 children aged from two to three years on roll, some in part-time places. The nursery currently supports a number of children who are learning English as an additional language.

There are five members of staff, all of whom hold appropriate early years qualifications to at least level 3. The setting provides funded early education sessions for three and four-year-olds.

What the setting needs to do to improve further

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

- consider how displays that are of interest to children are arranged so that they are at their eye level.

Inspection judgements

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

Before children start at the nursery key persons work closely with parents and carers to find out children's interests and their developmental stages. This gives them a good base on which to support children to make progress from the start. They continue to work closely with parents and carers, keeping them very well informed about children's progress. Daily diaries include information on what children have been doing and ideas on how the learning can be continued at home. Children's developmental folders are shared with parents and carers weekly but they particularly appreciate being shown photographs daily of their children at play and involved in activities saying that they are an excellent visual representation of their child's learning journey. Parents and carers are very involved in their children's learning journeys.

Staff have a secure knowledge of the characteristics of effective learning and plan activities that encourage children to learn. They are passionate and enthusiastic which children respond positively to, motivating them to learn. They enjoy positive interactions with practitioners who are skilled at supporting children to learn through questioning and modelling of play but who are also skilled at knowing when to stand back and let children lead their own play.

Children take pride in the environment, helping to sweep up after lunch and mopping up spillages, for example. They bring in photographs of family members which are placed in a book which they enjoy sharing with adults and their peers and this is particularly appreciated by parents and carers as it encourages positive interaction. Children are beginning to develop their skills in sharing and playing cooperatively, supported by staff. Children are taught good manners. They are polite saying please and thank you when

appropriate. The setting supports children learning English as an additional language by making books that reflect their culture easily accessible and by communicating with them in their home language. The environment is rich in discussion. Children follow instructions, showing good understanding and continuously talk through what they are doing explaining their actions, as well as engaging in conversations with each other. Children see print in the environment as most things, toys and furniture, are labelled. The book area is comfortable and inviting and children have favourite stories interacting positively with them using props, handling books correctly. Adults form letters in salt and children are good at recognising familiar ones, beginning, with support, to think about the sounds that they make.

There are many opportunities for children to practise early writing skills and they thread skilfully with precision. Children exercise indoors when they participate in yoga sessions and play with hoops, for example. They roll around on the carpet, making their bodies into different shapes. Children learn mathematical concepts as they play. They arrange hoops and saucepans, matching shapes, and during regular cookery sessions measure ingredients. Children's heights are measured and recorded and when looking at books with numbers in they use mathematical language to discuss more and less. Children use technology competently playing games and concentrating on what they are doing. They use a camera to take photographs of things that interest them and although the photographs and other things of interest are displayed around the room many are above children's eye level meaning that opportunities are missed to interact with and learn from the images. A basket of labelled herbs are explored by children who smell, touch and taste them, expressing their opinions. Children enjoy imaginative play and take on roles, acting out what they have observed adults doing. They use objects to represent others, placing their feet in buckets, for example, to protect their feet from water. They explore a range of textures and artwork is individual to the child creating it. While playing in the salt cave children explore the properties of the salt alongside playing with toys and resources that promote all areas of learning.

Practitioners are very passionate about the care and learning environment that they offer children. They know the children that they are caring for very well and use observations skilfully to make plans for children's individual learning. Children are supported exceptionally well to make good progress through the developmental stepping stones. Children are benefitting from a broad curriculum and are making very progress achieving at and beyond the expected levels.

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

Children can easily make choices about what they play with as everything is accessible. They know what is available and have favourite toys and resources. They play in the nursery and have daily visits to the salt cave, which provides health benefits and a relaxing environment while children play with toys and resources that reflect all areas of learning. As they do not have an outdoor area they have daily outings to local places of interest such as parks to ensure that they have fresh air and enjoy physical exercise although they also participate in this indoors.

Children are supported and encouraged to take charge of their own well-being and do so very well. They know why and when they wash their hands and are independent users of the bathroom, holding paint covered hands up and using elbows to open the door. They put their own shoes on and automatically cover and remove shoe coverings without help when playing in the salt cave. They understand that the salt cave has health benefits and discuss the effects it is having on their bodies. Lunch and snack times are social occasions with children and adults sitting together to eat although they are squeezed around the table. Food is home cooked, healthy and nutritious. Children eat well and discuss the food they are eating, the flavours and what they like and do not like. Parents and carers report that children thoroughly enjoy their lunch and discuss what they have eaten with them. Drinking water is always available but children miss opportunities to further build on their independence by pouring their own drinks. Overall though, children are very independent. For example, they wipe their own noses and dispose of the tissues appropriately.

Children have formed strong relationships with their peers and the adults. They demonstrate that they feel safe and secure and able to voice their opinions and stand up for their rights. They are happy, smiling as they play alongside and with each other. They are helped to think about playing safely and participate in fire drills so that they are not unduly alarmed if there is a real emergency. Although children are very young they are already developing strong skills that will support them to make the move to formal education successfully.

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

Children play in a safe and secure environment as risk assessments and procedures to ensure that this is the case are very thorough and robust. Policies and procedures are very detailed ensuring that all are well informed and relevant documentation is very detailed and well organised, stored securely. Practitioners have a good understanding of their role in the safeguarding of children and the procedures to follow should they have any concerns.

Staff are keen to provide a setting that continuously evolves to improve outcomes for children and their families. They work together to evaluate what they offer and make plans for improvement, having an honest and realistic impression of their service. They value the views and opinions of others to support positive improvements and have been working closely with others to identify strengths and areas for improvement. Staff are keen to participate in training to ensure that their knowledge is up to date and take positive action through reading, for example, to keep abreast of current guidelines, improving on their knowledge and understanding. Weekly planning meetings and the approachable manager help staff to build on and develop their practice. Monitoring children's progress and the activities that are offered ensures that children are participating in and enjoying a broad and varied curriculum and to make good developmental progress.

When children require further support staff work very closely with other professionals to ensure that children and their families receive appropriate support to enjoy nursery and to make progress. The manager liaises with local schools working closely with teachers to prepare children for the move to formal education. Partnerships with parents and carers is highly valued and before children start practitioners work very closely with them to make the settling in process a success and to meet children's individual needs. Much information is exchanged and the close working relationship ensures that children settle well supported by caring adults who offer individual activities and care. Parents and carers are welcomed warmly and thoroughly appreciate the daily diaries and verbal exchanges each day that keep them informed about their child's time at nursery. Parents and carers say that they are very happy with their choice of child care. They say that they are very well informed and would not hesitate to recommend the nursery to others.

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	EY442538
Local authority	Kent
Inspection number	811258
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	14
Name of provider	Allergy & Asthma Ltd
Date of previous inspection	Not applicable
Telephone number	01892 800 033

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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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