

Brompton Day Nursery

Khartoum Road, Gillingham, Kent, ME7 5AX

Inspection date	04/03/2013
Previous inspection date	14/09/2012

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

- The key person system is highly effective in building good partnerships with parents so that children's individual needs are known and well catered for.
- The staff methodically observe and plan activities and experiences for children, which leads to children making good progress in their learning and development.
- The leaders and manager have effective systems in place to help safeguard children.
- The manager and her staff have a positive commitment to change and development and create an enthusiastic atmosphere, which children and parents enjoy.

It is not yet outstanding because

- children make good progress in their physical development overall. However, occasionally, the organisation of physical play equipment indoors reduces opportunities for children to move around freely.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children at different times of the day.
- The inspector engaged in discussions with all room leaders, some staff and trainee staff.
- The inspector evaluated systems used to support staff and evaluate the educational programme.
- The inspector met with the nursery manager and senior leaders.
- The inspector spoke to five parents on the day of the inspection.

Inspector

Denise Aitken

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 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 funding to provide free early education for children aged three and four years. 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 supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 30 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 one has 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:

- plan space to encourage free movement, for example, during indoor physical play activities, to further enhance young children's physical development.

Inspection judgements

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

The staff provide a good range of activities that take account of children's individual levels of development and interests. For example, pre-school children show an interest in fire-fighters and make their own hats ready to go out into the garden to put out imaginary fires. They are excited and highly interested in the play as they tell visitors what they are about to do. This activity involves the children in planning, using talk to connect their ideas and describing what will happen next.

Staff are enthusiastic about putting improvement plans into practice and as a result changes are being made constantly to the children's learning environment to stimulate their interest and imagination. Natural objects introduced in the baby room add to the

colourful corners arranged for them and this stimulates their interest to explore. In the pre-school changes to the room have given children greater access to materials which encourage them to design and make their own play spaces using large wooden blocks. As they do this, children form relationships with other children, for example, as they work out how to build horizontally and vertically. These opportunities enable children to be very active in their play and in this way they develop their concentration. Children develop good physical skills overall, for example, through outdoor experiences and using larger equipment indoors. However, occasionally the equipment set out does not leave much free space. This slightly reduces opportunities for younger children to enjoy free movement as they strengthen their physical skills.

Children's language development is promoted well in a number of ways. For example, newly established small group time in the pre-school focuses children attention on recalling their past experiences, as they look through their learning journals. Also, new activities to promote children's awareness of sounds and letters have also been introduced, all of which help children to prepare for their transition into school. Children learning English as an additional language are supported as parents and key people work together to decide which words in the child's home language should be used. Younger children's communication is supported by the effective strategies by staff as they talk in detail about what they and the children are doing. For example, children say 'we have taken off our coats, now it's time to wash our hands for tea', which means they learn how to put sentences together.

The key person system continues to be effective as strong links are developed with parents. For example, parents report how they and their child's key person work together to help the children overcome any difficulties. These positive relationships help to support children's learning and development needs. In this way children are supported in their personal and social development. In addition, the key person continues to maintain an effective system for observation and planning for their key children. Assessment of children's progress is carried out including a progress check for children aged between two and three years. Through this system staff identify each child's next steps for learning. Along with the involvement of parents to share their child's development at home, all children are supported well. Therefore, they make good progress from their starting points and develop the skills needed for their future learning.

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

Staff promote good hygiene practices, for example, by being good role models and ensuring children regularly wash their hands. New outside catering arrangements have been made, which offer children an inviting menu and also caters for children's different dietary requirements. Mealtimes are an enjoyable, pleasurable event in which staff encourage children to develop their independence. They open their lunch boxes, eat with their friends and clear away after. Staff promote healthy eating by encouraging children to eat all their food and discuss how food works to provide energy for the next part of the day. This helps children to develop a good understanding of healthy eating.

Parents report positively on the strong links they make with their key person to ensure a smooth settling in period for their child. In this way children are supported to separate from their parents and make the transition into nursery, while at the same time building their self-confidence. Staff then continue to nurture children once they have settled into nursery, for example in the baby room care routines are carried out by sensitive staff who understand the importance of having special moments with the individual child. These key times help children to develop good self-esteem. The staff are good at guiding the children and helping them to understanding what is going to happen next. This in turn, helps the children to manage their own behaviour and respond to the wishes of others.

The manager is effective in deploying staff and, as a result, they supervise the children well. The manager promotes children's safety alongside her staff, as they carry out daily safety checks. Due to the variety of sessions available in the pre-school, staff manage the regular coming and going of children well as they carry out regular counts of who is present. This procedure is used in other rooms and enables key persons to follow children's interests and take them to different locations in the nursery, while at the same time ensuring that safety is maintained. Consequently children learn about personal safety as they move around the building. They enjoy frequent opportunities to go and play outside, which helps to promote their physical abilities and sense of well-being. In addition, resources in the different rooms are available to all children and provide them with new and exciting challenges to promote their learning.

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

The provider meets the requirements of registration by informing Ofsted of all relevant matters. This includes following procedures in relation to allegations against a member of staff. The provider demonstrates that they are able to fully investigate complaints to promote children's welfare needs. There is a safeguarding policy and procedure in place and regular training on child protection. This ensures that staff to understand their roles and responsibilities to report concerns and follow the safeguarding procedure. The manager ensures the health and safety policy is adhered to and monitors staff in carrying out their duties to keep children safe. The manager has a good understanding of her role and responsibilities and maintains effective monitoring systems of the educational programmes. Therefore, staff identify gaps in children's progress and if required, referrals to outside agencies made to ensure children, including those with special educational needs, receive timely support where necessary.

The leaders and manager show that they have good systems in place to recruit, induct and provide ongoing support to staff. Staff undergo checks to confirm they are suitable to work with children and this includes spending time playing with the children under the supervision of the room leaders. In this way, the manager can identify suitable, enthusiastic staff to add to her team. New staff are given an induction to introduce them to the policies and procedures of the nursery, including those relating to behaviour management. They are provided with a mentor to support them through their probationary period. This level of support helps new staff to work towards the standards

of practice required in the nursery to meet the children's needs.

There is a line management system in place to provide staff supervision and support. As a result, room leaders demonstrate that they have a secure knowledge of the Early Years Foundation Stage framework in the way they support key people to work with their children. Consequently, children's individual needs are catered for and learning opportunities planned to help them make good progress. In addition all staff are given individual supervision which offers an opportunity to discuss any issues concerning children's well being. Staff receive regular training on matters relating to children's safety. There is also an annual appraisal system to support staff in their development. Improvements that benefit children and parents come through a range of evaluation systems. The provider acts on recommendations made through inspection promptly. Parents are asked for their views. Audits are carried out by external agencies which translate into action plans for room leaders to follow. The manager carries out her own observations of nursery practice to identify strengths and development points to enhance the quality of provision for children.

Partnerships with parents are strong. Staff involve parents in children's learning by organising parent's meetings in which children's records are shared. Information given to parents is comprehensive and relevant. Key person photos are displayed and daily information given on staff attendance in different rooms. This is particularly helpful for new parents and carers. Parents say they are really happy with the way in which they and their child have been helped to settle into the nursery. Policies, procedures and information about the educational programme are available and photos of children's activities are regularly displayed. The entrance to the nursery is inviting and welcoming and the approachable and friendly manager is regularly available to parents. These effective relationships with parents help to provide children with consistency of care and learning.

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 action. 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	EY408017
Local authority	Medway Towns
Inspection number	905073
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	158
Number of children on roll	104
Name of provider	Kinder Nurseries Ltd
Date of previous inspection	14/09/2012
Telephone number	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, which are usually the childminder's 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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