

Tonbridge Day Nursery

West Kent College of Further Education, Brook Street, Tonbridge, Kent, TN9 2PW

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| Inspection date | 04/03/2013 |
| Previous inspection date | 17/10/2011 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children demonstrate good levels of independence throughout the nursery, especially towards self-care and decision making.
- Children's preferences for how they explore in their play is prioritised when experimenting with materials such as water and sand.
- Staff act as good role models supporting children's appropriate behaviour.
- Children develop a clear knowledge of healthy lifestyles through food, outside play and hygiene practices.

It is not yet good because

- During tidy up time and meal times, some children receive less engagement and motivation than others.
- Some younger children's communication skills are not always promoted fully due to staff's responses.
- Information about children's starting points are not always gained and used before children start at the nursery.
- The outdoor provision does not always promote children's understanding of numerals and print.

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 carried out a joint observation with the manager in toddler room.
- The inspector gained feedback from several parents.
- The inspector spent time in all four rooms observing children learning and using documentation supplemented through discussions with staff.
- The inspector samples documentation including children's records, development plans and staff suitability records.

Inspector

Claire Parnell

Full Report

Information about the setting

Tonbridge Day Nursery is one of 113 nurseries run by Asquith Court Nurseries Limited. It registered in 2003 and operates from five rooms in a single storey building. It is situated in the grounds of West Kent College, Tonbridge, Kent. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 110 children aged from three months to under five years on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 27 members of staff. Of these, 22 staff, including the managers, hold appropriate early years qualifications. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme for personal, social and emotional development by recognising the importance of engaging all children in play especially the quieter and less confident children, with particular reference to the toddler group.

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

- gain starting points of development before children start and use these to inform planning for children's first day
- give children time to talk and think and value responses without rushing towards answers too quickly
- create a rich outdoor environment that supports children's use and understanding of numerals and print.

Inspection judgements

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

Children are making suitable progress towards the early learning goals. In some rooms, they are making good progress. Staff have an appropriate knowledge of the seven areas of learning. Activities generally capture children's interests and hold their attention. Children have access to a full range of experiences. These cover all areas of learning and reflect children's individual interests and needs most of the time. However, some younger children, who are less confident and quieter, do not have the positive engagement as others do during tidying up time and meal times. Therefore, they are less motivated to extend their learning and interests in the activities and experiences around them.

Most children show good levels of interest and curiosity, expressing themselves confidently. Older children use complex language, describing what they are doing and what they want to do next. For example, pre-school children chat about their interest in football, teaching staff how to play and talking confidently about playing at home. Some nursery children talk confidently about home life and their siblings, leading the conversation with confidence. However, there are inconsistent practices within the nursery to promote children's communication and language. Some younger children are not given the time to absorb conversations and questions from staff. They are not always given the time to think about their responses before staff answer for them.

Babies demonstrate their confidence to explore and express themselves through squeals and laughter. Staff recognise children's preferences well and adapt activities to extend children's experiences. For example, children's clothes are taken off to allow them to fully experience the sand and the water play, moving from one to another with good levels of support.

Children experience print throughout the indoor environment. They have access to books and written materials in each room as well as pictorial information using bright and vibrant colours. Children use mathematical language well throughout the nursery and demonstrate a developing understanding of amounts, size and shape. However, children's knowledge of how print is used, and association with numbers is not always extended to the outside environment. Children enjoy exploring technology through the use of light screens, interactive boards and flap books for younger children. Young children discover very quickly, how to make things work by pressing buttons. For example, young babies explore musical instruments, pressing keys on key boards to make sounds.

Children enjoy exploring different media and materials. Babies explore with paint using fingers and simple tools. Toddlers explore the water and experiment with squirting toys. Older children benefit from exploring the outside world through fantasy games and role-play. They also experiment by making marks practising early writing skills. They draw pictures by chalking around their friends. This leads to discussions about size and comparison.

Staff have a developing understanding of the learning and development requirements. The system to assess, plan and observe children's learning is consistently implemented throughout the nursery. There is an effective approach to transferring information to new staff when children move to the next room. Regular summative assessment is made to carefully monitor children's progress. Plans are provided with parent's agreement to make targets for their children's next steps. Staff gather information from parents when children

start at the nursery. However, these are not always gained before children start. Therefore, the initial information to support children's settling and planning for their first few weeks are not always available to staff working with the children.

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

Children are generally happy and settled in the nursery. Most children arrive eager to see their friends and confidently explore their environment. The key person system works well with a second key person appointed to support parents and their children. They maintain a generally good ongoing dialogue with parents to promote continuity in children's care and well-being. Children have good relationships with staff and this is shown through the affection from children to staff in the rooms. Children are therefore secure and feel safe in the nursery.

Children's behaviour is good, overall. Staff act as positive role models for children, encouraging manners and politeness towards others. Children learn to take responsibility for daily tasks. For example, children in the nursery room help clean the tables and tidy up after lunchtime. Staff talk to children about the importance of sharing and being friends as they play. Staff work well together, demonstrating to children how to negotiate and co-operate.

Children have access to a suitable range of positive images of today's society throughout the nursery. This helps children to understand about people's differences and to celebrate diversity. Staff are aware of children's backgrounds and use this information to value and reflect their home language, beliefs and culture throughout the day.

Most children are developing good independence skills. Staff highlight the importance of self care and encourage children to do things for themselves as soon as they can. This encourages confidence, pride and positive decision-making. For example, children in the pre-school decide whether they need their coats on or not as staff discuss the rise in temperature outside. Children enjoy serving themselves at meal times, choosing how much to take to eat and are confident to ask for more.

Children's understanding of healthy lifestyles is a particular strength at the nursery. Children receive well thought out and freshly prepared meals according to their dietary requirements. Care is taken to prepare well-balanced, nutritious meals that children enjoy. Children have access to fresh drinking water in each room using a labelling system that supports all children's understanding. For example, in toddler room, children identify their drinking cup by looking for their photograph attached to the cup. Children play in a clean and tidy environment. Staff take responsibility for daily cleaning routines and promptly take action for spillages. Children have access to fresh air every day. Staff take babies for regular walks in the local community and all other children access the outside play area. Staff open windows when children are playing indoors. Children's physical skills are developing well. They actively demonstrate their strengths by kicking footballs and balancing. Staff recognise particular skills and extend these by providing more challenging

activities.

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

Children are appropriately safeguarded because all staff have a sound knowledge of safeguarding and child protection issues. All staff attend safeguarding training through their induction programme and regularly update their knowledge during staff meetings. They know what to do if they have a concern about a child in their care. There are robust systems to report concerns with clearly identified responsibilities. Confidentiality is maintained at all times. Thorough risk assessments are carried out and are documented to provide a safe, secure and welcome environment for all children and parents. For example, the environment layout has been designed to provide areas of play, while enabling good levels of supervision. Visitors are closely monitored and recorded. All the required documentation for the safe and effective management of the nursery is in place. Accidents are recorded and are signed by parents when they collect their child to promote children's continued well-being. Robust recruitment, supervision and appraisal systems are in place although this does not always recognise inconsistent practices in the nursery.

The management team work together to provide a balanced approach to self-evaluation. The system identifies the nursery's strengths and any areas for improvement. An ongoing action plan monitors changes to promote improvements. Staff have opportunities to attend regular training and are responsible for cascading new practices and strategies to the whole staff team. Peer mentoring has been initiated but is only carried out by room leaders. The nursery manager is appropriately supported by an area manager and sister provision. Parents are encouraged to take an active role in evaluating the nursery through using their online parent portal.

Parents are enthusiastic about the nursery and give positive comments about the care of their children and the progress they are making. They know who their key person is and feel confident to approach staff to talk about their children's day. Staff are actively seen giving parents time to talk about their children's day when they are collected. Parents are encouraged to share information about their children's achievement at home and staff actively use this information to inform children's development records. This provides a continuous record of progress at home and at the nursery.

The nursery makes appropriate links with local schools that children will attend. They provide information, with consent from parents, to the schools regarding children's interests, levels of development and their targets for future learning. Staff have good liaisons with the settings improvement partnership. They support staff's skills and knowledge of how to promote early intervention and support for children, particularly those who are identified with special educational needs and/or disabilities.

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

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| Unique reference number | EY302116 |
| Local authority | Kent |
| Inspection number | 905508 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 100 |
| Number of children on roll | 110 |
| Name of provider | Asquith Court Nurseries Limited |
| Date of previous inspection | 17/10/2011 |
| Telephone number | 01732 369229 |

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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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