

# The Meadow Children's Centre Nursery

The Meadow Children's Centre, Bell Wood Primary School, Furfield Close, Parkwood, Maidstone, Kent, ME15 9EZ

<b>Inspection date</b>	15/03/2013
Previous inspection date	11/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	1	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's good health and well-being is supported well by staff, who provide children with healthy, balanced nutritious food at snack time and for their tea.
- Staff use observations and assessment well to plan for children's next steps in their learning, so they make good progress in relation to their starting points.
- Staff provide plenty of opportunities for children to be outside, which supports their physical development and well-being.
- A well-established key person system helps children to form secure attachments. This means that staff are able to address children's individual care needs well and support children's learning.

### It is not yet outstanding because

- children in all age ranges do not have attractive and inviting book areas, where they can share books with adults or sit quietly and enjoy looking at books for themselves
- there is scope to improve the outdoor play area to provide children with resources to investigate the effects of wind, for example, streamers and chimes.

## 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.

## Inspection activities

- The inspector observed activities in the playrooms and outdoor play areas.
- The inspector had discussions with staff, children and the management.
- The inspector sampled a range of documentation including children's records, learning journals and planning.
- The inspector discussed and looked at evidence of the suitability and qualifications of practitioners working with children.

## Inspector

Sue Mann

## Full Report

### Information about the setting

The Meadow Children's Centre Nursery registered in 2006 and is on the Early Years Register. It is run by the local authority with a multi agency committee. It operates from several rooms in The Meadows Children's Centre, in Parkwood, Maidstone. There is an enclosed area available for outdoor play.

The nursery employs 16 members of staff. Of these 12 hold appropriate early year's qualifications at level 3, including one with Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 120 children attending who are in the early year's age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who learn English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the book areas to create cosy and inviting spaces for children to enjoy books, with an adult or by themselves
  
- enhance the outdoor play area to provide children with opportunities to watch the effects wind has on streamers, chimes and hanging decorations.

### Inspection judgements

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

The nursery offers children a broad range of activities, which supports all children well in their learning. Staff observe children at play carefully, and record each child's achievements in their 'learning journals'. Staff assess children's progress regularly, to ensure that they are able to plan appropriate next steps in children's learning and development. Staff also use children's interests to engage children in their learning and ensure that activities are relevant to them. This system helps children to make good progress in relation to their starting points on entry. Staff spend time with parents and their children when they first start, which enables staff to find out about children's routines at home, and current learning and development levels. This means that staff settle children in easily, so they are ready to learn through play.

Information sharing continues through daily verbal feedback and information sheets for the youngest children. The staff produce well thought out learning journals for every child, which they share regularly with parents. Staff have good systems in place to assess children between the ages of two and three, which enables early identification of any concerns in a child's learning or development. Key persons work closely together, and with parents to support children's movements between age groups and as they prepare to start school. This good partnership enables children to prepare well for starting the next stage in their learning.

Staff support children's language and communication well throughout all age groups. Good information sharing between key persons and parents enables staff to learn words in children's home languages. They use dual language books and sign language to further support children who learn English as an additional language. Children are well-supported to develop good speaking skills, as staff take the time to repeat back to children what they say correctly. This helps children to form sentences and use a wider range of vocabulary. Staffs use of good questioning techniques encourages older children to think their ideas through and make connections between different parts of their experiences as they play. For example, the staff encourage children to make comparisons between the different weights of selected resources, as they play with weighing scales. This supports children's understanding of simple mathematical concepts, such as size and weight. Babies are also well supported in their early language skills, as staff use action rhymes and songs to encourage babies to respond to sounds using their voices.

Children have access to a good variety of resources and equipment overall. Children enjoy daily opportunities for fresh air and exercise outdoors, which helps them to develop their physical skill as they climb on the wooden climbing frame, and jump off 'plastic boulders'. Children with special educational needs and/ or disabilities enjoy being outside, however, they do not have opportunities to notice and watch objects blowing in the wind. This means that they are unable to experience streamers blowing or chimes creating gentle noises in the environment. Children of all ages enjoy listening to stories; however, there are no cosy areas in any of the age ranges to encourage children to look at books. This means that there are fewer opportunities to snuggle up to staff to share a story or just to look at a book on their own.

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

Staff nurture children's well-being through effective provision for personal, social and emotional development. The key person system helps children to develop feelings of security and provides a special person to give support and reassurance when needed. This helps children to separate from their parents easily. Babies and young children respond to their key persons with smiles and put their arms up for cuddles. They are rewarded with warm, consistent and loving care from their special person, and enjoy snuggles as they wake up after their afternoon sleeps.

Children behave well in the setting, as staff consistently use clear rules and gentle reminders to support children to manage their own behaviour. Children respond to staff

politely as staff model the use of good manners when talking to each other and the children. Effective staffing ratios ensure that there are always more than the minimum staffing requirements, which means that all children's individual needs are met. Children develop a good understanding of the importance of healthy, balanced and nutritious snacks. Effective hygiene routines and daily access to the enclosed outdoor area helps children to develop a good understanding of the importance of healthy lifestyles and physical exercise. Staff remind children to wash their hands after personal hygiene routines and when asked, children are able to tell staff why it is important to do this.

The nursery staff has made effective links with the local schools, which enables staff to prepare children for moving into school. Children meet their teachers in familiar surroundings and enjoy playing in the role-play area, when it is set up as a school environment. The staff ensure that they make good use of the many links they have with other professionals, as they are all based or work within the children's centre. This enables them to support children with special educational needs and/ or disabilities and support families in crisis. The links with the children's centre means that some specialist services, such as speech and language therapy are accessed easily. This enables children with speech and language problems to begin supportive programmes quickly and on-site.

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

The management team ensures good implementation of the safeguarding and welfare requirements of the Statutory Framework to the Early Years Foundation Stage. There is a clear understanding of when and who to contact should they have any concerns about the children. The manager monitors the implementation of safeguarding policies and acts quickly in the event of any incidents. Staff carry out checks to see whether policies or procedures need updating or changing, through concise action plans. Recruitment procedures are carried out by an external agency, which supplies all staff to the nursery. However, the manager ensures that she interviews all new staff and only accepts those that she feels are suitable and will stay for a long period of time. This ensures continuity of care and stability for the children in the nursery. All staff have attended child protection training, which is refreshed at every staff meeting. This means that all staff are aware of the procedures to follow. Clear risk assessment and daily checks of the indoor and outdoor environments ensure that the nursery is safe for the children who attend.

The management team understands their responsibilities for implementing the learning and development requirements, which they do well. Children of all ages receive good support and enjoy their learning, as the staff provide them with interesting activities each day. The management team have in place good systems to evaluate the provision. Parents and staff are able to put forward their views through verbal discussions, which enables the management to put in place plans for the continuous improvement of the nursery. For example, they have plans to enhance children's opportunities to grow vegetables and flowers by adding pots and planters. This is to enhance children's understanding of where their food comes from, and what plants need to grow successfully.

Partnerships with parents are positive and support children's learning and development well. Parents receive a good range of information about the nursery and their children's learning, which enables them to support their children's learning and development at home. Wider partnerships work effectively to support children's learning and development.

## 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

<b>Unique reference number</b>	EY335427
<b>Local authority</b>	Kent
<b>Inspection number</b>	905729
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Kent County Council
<b>Date of previous inspection</b>	11/12/2009
<b>Telephone number</b>	01622 699900

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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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