

Maidstone Day Nursery

Maidstone Day Nursery, Boughton Lane, MAIDSTONE, Kent, ME15 9QF

Inspection date	08/04/2013
Previous inspection date	09/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- There is a very effective key person system in place which helps children flourish at the nursery.
- Parents have excellent relationships with staff. They feel valued and able to participate in their children's learning.
- Children are encouraged to fully explore the environment supported by enthusiastic and motivational staff. As a result they make excellent progress.
- All staff demonstrate a very good understanding of the procedures in place which help them to provide a safe environment for children to learn in.

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 had discussions with parents and staff, and talked to children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the recording systems for medication and accidents.
- The inspector offered to undertake a joint observation with the manager.
- The inspector observed children at play.

Inspector

Linda Coccia

Full Report

Information about the setting

Maidstone Day Nursery is situated on the grounds of the New Line Learning Academy. It is one of over a hundred child care facilities run by Asquith Court Nurseries Ltd. It originally opened in 1997, and registered with the current owners in 2004. The nursery operates from several rooms in two purpose built buildings. It is situated on the site of a large secondary school on the outskirts of Maidstone, Kent. Children have access to a secure enclosed outdoor play area.

The nursery is open each weekday from 7.30 am to 6.30 pm for 51 weeks of the year. It 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. Children aged three and four years receive funding for nursery education. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 27 staff, including two kitchen staff and an administrator. Of these, 22 staff hold current early years qualifications at National Vocation Qualification level two and above. Some staff are working towards a recognised child care qualification. The Manager 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:

- encourage children to give their own ideas on what might make people feel better when they are upset, sad or cross.

Inspection judgements

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

The staff have an excellent impact on children's learning and development because they have very high expectations of themselves and the children. Staff demonstrate an expert knowledge of the areas of learning and how young children learn. They make regular and precise assessments of children's abilities. They use these highly effectively to plan rich and exciting educational programmes that take into account children's starting points and capabilities. Children are very eager to join in and experiment with activities and show a real willingness to learn. They enjoy a challenge, concentrate on their chosen activities and have their own ideas. For example, children ask questions of the staff and each other such as 'why do boats float?' They want to experiment with different ways to use paint.

Staff readily respond to these challenges and expertly support children to acquire skills and make rapid progress towards the next stages of learning.

Children have many opportunities to be involved in varied and imaginative activities, which cover all of the areas of learning. Boys love the dens and nooks that they eagerly use to engage in co-operative play and become their favourite super hero. Babies love the dens because they help them to feel safe and secure. The extensive role play areas also support many other areas of learning. For example, children weigh and prepare dried foods in the play kitchen, use dressing up to pretend to be people from around the world and use a wealth of technical toys, such as mobile phones and calculators. All children use the excellent range of books either on their own or with staff in the quiet areas. The older children are able to identify and sound out letters, which means they are beginning to read stories for themselves. Books are widely used in all areas to support children's play and provide ideas for extended play. All children are developing excellent language skills. Staff encourage toddlers to practise and use everyday words correctly whilst older children use very descriptive language to describe their holidays and outings. Children with special educational needs and/or disabilities are effectively supported in their learning by their key person and the nursery's special educational needs advisor. Staff agree individual educational plans with parents to ensure their key learning needs are addressed. Records show that children integrate fully with all planned group activities and are making excellent progress given their starting points and capabilities.

Babies use imaginative treasure baskets to explore the world. Staff encourage children to experiment for themselves through trial and error. For example, babies can decide the best way to negotiate the low level ramps and climbing frames for themselves. All children are interested in construction equipment and demonstrate their skills, from making simple towers in the baby room to constructing large imaginative rockets in the pre-school room. Children also demonstrate their creative abilities as they use a wealth of materials to express themselves. For example, babies and toddlers engage in lots of messy play which gives them experience of different textures, such as feathers and dried foods. Older children enjoy using technology, such as the smart board, to draw on and reproduce their designs. All children, apart from the non-mobile babies, have opportunities to free flow into the outdoor areas and decide where to use activities either indoors or outside.

Staff and key persons work extremely closely with parents to ensure they understand the progress their children are making and to discuss children's changing care needs. They swap information to support children's learning both at the nursery and at home which provides children with a consistent approach to learning. The children's development records clearly show that children are making rapid progress towards the early learning goals.

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

Staff are highly skilled in implementing the nursery's procedures to help children settle and flourish at the nursery. The effective regime of home visits to families prior to them starting at nursery means that children have begun to form strong bonds with their key

person in familiar surroundings. The manager recognises that the key person system is crucial in helping children feel emotionally secure and safe at the setting. She encourages key staff to know their children and their families thoroughly to enable them to provide excellent care strategies for each child. For example, adaptations for children with special needs and/or disabilities and different methods of communication for children who speak English as an additional language are fully in place when children start. This means that new children settle exceptionally quickly and demonstrate they feel emotionally and physically secure as they separate easily from their parents to happily take part in activities.

Staff give children's safety an extremely high priority. They undertake excellent risk assessments of their rooms on a daily basis including assessments for regular outings with children to the local area. They always offer explanations to children about safety and how to use equipment with clear regard to others. For example, when children use brooms to help clean up they are aware that the pole could hurt others. Children are developing an excellent understanding of risks as they use the physical play activities in the garden. They demonstrate they can modify their behaviour to avoid hurting others as they move about. Staff are excellent role models for children. They deal with situations in a calm and sensitive manner. Children learn to negotiate turns on equipment by using sand timers and can resolve many issues for themselves. Staff use some innovative strategies to help children learn that behaviour is the responsibility of everyone. However, sometimes children are not encouraged to think about how their behaviour makes others feel and what could make others feel better.

Children develop an excellent understanding of being healthy when they discuss food before meal times. They talk about the food and how it helps their bodies. Children are aware of the different diets they all have. For example, they know from the different coloured placemats used at mealtimes that some children only eat vegetables and some have medical conditions which require different food altogether. Staff are exemplary in explaining different medical conditions to all children so that they understand why some children are treated differently because of their individual medical and/or dietary requirements. Children also understand that physical play affects their bodies and know they need rest periods and lots of water in order to stay physically active. Children engage in a very healthy lifestyle at the setting.

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

The nursery is organised in an exemplary manner. The manager, her deputy and all staff members are committed to providing the best possible care for children. For example, the nursery's safeguarding procedures are an integral topic for discussion at weekly room meetings and monthly team meetings. The manager sets questions for staff to scrutinise and research which enables them to ensure that their understanding of the nursery's procedures and those of the Local Safeguarding Children Board is fully embedded into their practice. The nursery's recruitment and vetting procedures are rigorous and robust and all staff have an enhanced disclosure issued by the Criminal Records Bureau. The

manager is the designated person for child protection and has an excellent understanding of her role. Visitors are required to sign in and out of each room they visit as well as when entering the main building. The manager conducts focused evaluations of the impact of staff practice on children by continually observing staff and children's interaction and offering advice when needed. Staff report that they receive excellent support in their professional development both internally through supervision and team meetings as well as through attending external courses and workshops. This means that children receive excellent care from exceptionally skilled staff.

The manager is highly effective in monitoring the educational programmes to ensure that children enjoy exciting experiences that cover all the areas of learning. All staff carefully plan the activities based on children's next steps and interests. The planning is constantly changing to encompass children's ever changing interests. Staff use highly effective procedures for partnership working with parents, other providers and professional bodies which helps identify children's needs quickly and effectively. Staff use the expertise of the nursery's special educational needs co-ordinator to set individual care/educational plans for those children with identified needs. The manager and staff are very skilled at identifying the strengths and weaknesses of practice at the setting. They are continuously looking for ways to improve the already high standards of care offered. They offer parents extensive opportunities to express their views through questionnaires and parent workshops. The manager has an extensive improvement plan which she regularly discusses with area managers in order to access funding for some improvements. For example, she has extensive plans for the improvement of the outdoor areas. She works closely with her Setting Improvement Partner from the local authority who also offers advice about areas of best practice or improvement. The manager uses a variety of different development scales to monitor children's progress and development which ensures children are meeting their expected levels of development and are often exceeding them. Children benefit from the extensive monitoring systems because their safety, security and well-being are rigorously maintained.

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	EY302109
Local authority	Kent
Inspection number	909861
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	95
Number of children on roll	110
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	09/02/2011
Telephone number	01622747434

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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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