

City Way Day Nursery

18 City Way, Rochester, Kent, ME1 2AB

Inspection date	11/04/2013
Previous inspection date	11/01/2011

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		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

- Children benefit from positive relationships with staff because staff use the well established key person system procedures very well.
- Children are making good progress at the setting because staff plan interesting activities based on children's interests and abilities.
- Partnership working with parents is very strong because the setting recognises the importance in obtaining parents views about all aspects of their children's care.
- Children receive effective support as they develop in the next stages of their learning. This is because staff recognise that children learn effectively when they feel comfortable in new surroundings.

It is not yet outstanding because

- Staff do not fully develop all possible opportunities for children to be independent in everyday routines, such as serving their own food at mealtimes.

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 talked to children and had discussions with parents and staff.
- The inspector offered a joint observation to the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and activity planning records.
- The inspector observed children in all of the setting's play areas.

Inspector

Linda Coccia

Full Report

Information about the setting

City Way Day Nursery is a privately owned multi-functional nursery. The nursery has been registered since 1999. It is situated in a large detached building on the main road into the town of Rochester, Kent. The nursery offers the use of four ground floor play rooms for different ages and functions including a baby room, toddler room and two pre-school areas. The nursery also provides a breakfast, after school club and holiday club for school age children. The nursery operates all year round. The facility for child care is open from 7.30am until 6.00pm, Monday to Friday, 51 weeks of the year. The breakfast club operates from 7.30am until 8.30am; the after school club from 3.15pm until 6pm. The holiday club operates during school holiday periods from 8.00am until 6pm. This provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 77 children on roll. Of these, 62 children are within the early years age range. Children come from a wide catchment area. The nursery currently supports children with special educational needs and/or disabilities, and also supports a number of children who speak English as an additional language. There are 21 members of staff who are employed in the nursery; of these, 18 staff hold relevant qualifications, and three staff member are gaining or upgrading qualifications.

What the setting needs to do to improve further

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

- enhance opportunities for children to be independent in everyday routines, such as serving their own food and managing their own personal needs.

Inspection judgements

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

Staff have a good impact on children's learning and development because they engage and motivate children well. Key persons know their children well and plan a good range of activities to cater for their individual interests. This means that children are always eager to learn and love to explore new activities. Staff always consider children's starting points and capabilities when planning activities. They effectively adapt activities for children with additional needs and/or those who speak English as an additional language. For example, staff use words provided by parents in their home languages to help children communicate during activities. The educational programmes are interesting and varied and cover all the areas of learning. This underpins the good progress of all children.

All children enjoy messy play activities. Babies love to feel paint between their fingers and

toes while hand and foot printing. Toddlers are keen to show off their creations of glitter and different textured materials. Older children learn to make more expressive pictures of flowers and other spring items using a wide variety of different materials. Children of all ages investigate and confidently operate push button toys to create music and perform tasks. Older children identify letter and number shapes with push button toys. All children love to choose their favourite books from the wide range available so that they can snuggle up with staff at story times. Aided by staff the older children write their own stories for the book corner. This helps them to learn about different features of books and also drives their early reading skills. Children learn mathematical language and concepts as they decide how much pasta will fit into different sized pans and jugs. They also explore whether split peas are small enough to pass through the colander, using problem solving skills. They look at the sunflowers they plant to see how tall they are growing. This also introduces them to features of the natural world. Younger children hold up the correct number of fingers to show how many different colours of dough they are using. Children learn about their differences as they compare their home lives. They learn that they speak different languages and sometimes they eat different food. Children experience a range of cultural and religious festivals. They also get to know their own local communities by taking regular walks with staff. As a result, they accept and value the different range of cultures in their local community. Children have many opportunities for outdoor physical play. Babies and toddlers have their own scheduled times in the garden but are often joined by some of the older children whom they attempt to copy. Children develop strong physical skills as they have lots of time to move and exercise in the garden.

Staff and parents regularly discuss children's progress. They share information about children's play experiences at home and at the setting. Parents report that children talk about their key person at home, often quoting what the key person has said or done. Children make good progress as a result of this shared approach to learning. The development records clearly show that all children are reaching their expected levels of development and are making good progress towards the Early Learning Goals.

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

The nursery makes a good contribution to children's well-being. Some aspects are very strong, such as partnership working with parents and the well established key person system. Parents report that their children are very happy and eager to attend the setting. They attribute this to the excellent relationships their children develop with staff, who demonstrate to children that they are important and valued. For example, staff greet children with huge smiles and return hugs when children instigate these. The strong, well established key person system ensures that children feel really safe and emotionally secure at the setting. Children show this through their body language and secure behaviour as they move freely around.

The nursery demonstrates that children's safety is a high priority through the good risk assessments carried out regularly by the manager and staff. Assessments are rigorous and effective in removing potential hazards. Children gain a good understanding of risk as they move around the play spaces, successfully manoeuvring around the furniture, toys and

each other. Staff offer gentle reminders about safety when children negotiate the raised area in the garden and help children understand the use of rules to control risks. Children can explain why they shouldn't run indoors and how some activities need extra care. For example, children explain how they handle the giant land snails. Staff are good role models for children as they demonstrate good social skills to the children. Children learn to negotiate with each other and happily share toys and equipment. They behave well.

Children learn about the types of foods that are good for them. They engage in food projects and create displays of their findings. Children eat good nutritious food which is cooked on the premises. However, staff do not explore all possible ways of supporting children's independence in everyday routines. For example, children select their own food to eat at snack time but do not serve themselves at lunch. Children also try to brush their own teeth, but have to wait for staff to be available to oversee this. Children explain that they need to use sun cream and wear hats in sunny weather, and how they wash their hands after using the toilet to stop germs getting into their tummies. This demonstrates how well they understand how to protect themselves. Children have lots of opportunities for physical play in the well resourced environment. They can dance and move freely to music indoors and experiment with different movement outside. For example, they enjoy balancing, skipping and jumping. Children develop healthy lifestyles at the setting because the good procedures promote their well being.

Babies and toddlers receive good support for the next stages in their learning. Their key persons are skilled at preparing them for their moves to the different aged areas. They take the children on regular visits to their new areas and support their relationships with their new key person. Older children receive good support for their moves to school. Staff accompany them on visits to their allocated school and arrange visits to the setting for their new reception class teachers. Children have lots of positive discussion with staff about what school life is like. Therefore, children enjoy smooth moves to school and the next stages of learning because staff use good strategies to promote them.

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

The provider organises her nursery very well with the help of her manager and senior staff team. The provider's self evaluation procedures are robust and thorough, to support positive changes to the nursery. The provider demonstrates a good understanding of her responsibility to protect children. The staff implement the provider's good range of safeguarding procedures effectively. For example, they rigorously maintain the visitors' book and other regulatory paperwork such as the children's accident and medication records, effectively. Staff are aware of how to record and report any concerns they may have about the children in their care. The safeguarding policies also include the staff recruitment and vetting procedures which are rigorous and robust. All staff have an enhanced disclosure issued by the Criminal Records Bureau. Therefore, children benefit because suitable people who meet their needs look after them. The nursery manage staffing levels effectively, to make sure that staffing ratios are consistently met.

The provider and her manager are committed to encouraging staff in their professional development. Meetings with staff take place regularly to discuss their training needs. These include additional levels of qualification for staff who are already qualified childcarers. Staff demonstrate a good understanding of the areas of learning and how young children develop. This is because they are experienced, qualified and regularly attend further training to enhance their knowledge. The manager effectively monitors staff practice and the educational programme. She observes and helps staff engage in reflective practice, both as individuals and in staff teams. She effectively reviews the children's development records to ensure that staff are assessing children's skills and abilities accurately and are planning activities suited to their individual needs and interests. This means that children who need additional support for their development are linked effectively with the appropriate health professionals, such as the speech and language service or local health visitors. The nursery works closely with other care provision and parents to support children in all areas of their lives. Children are happy, settled and secure because of this.

The nursery has adopted an effective system for carrying out the evaluation of the setting. Everyone is involved in reflective practice which is efficient in identifying all aspects of the setting's strengths and weaknesses. Weaknesses prompt changes to procedures, which the nursery then monitors closely to assess their impact on the children. For example, the nursery identified the need to improve the way the policies and procedures are available to parents. Consultation with parents resulted in the inclusion of more procedural information in newsletters and details of any proposed changes. This creates many opportunities for parents to give their views. The children have benefitted because their parents have a better understanding of the learning and development processes. The whole system provides a thorough record of the setting's desire and efforts to improve.

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
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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	103713
Local authority	Medway Towns
Inspection number	909969
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	78
Number of children on roll	77
Name of provider	City Way Nursery Limited
Date of previous inspection	11/01/2011
Telephone number	01634 845724

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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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