

South Avenue Day Nursery - Kinder Group Limited

South Avenue, Sittingbourne, Kent, ME10 4SU

Inspection date	15/04/2013
Previous inspection date	09/06/2011

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 of all ages are confident and independent learners as staff meet their needs well.
- Children enjoy positive relationships with skilled adults who support learning but also know when to stand back and let children lead their own play.
- Parents and carers are welcomed warmly to the nursery and are encouraged to become involved in their children's learning journeys.
- Children show strong signs of feeling safe and secure. They have formed strong relationships with key persons, who they happily turn to for support.

It is not yet outstanding because

- Areas for older children to rest or sleep are not always free of distractions so that older children can have quiet time whenever they wish to.

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 read the previous inspection report and on-line evaluation.
- The inspector undertook a joint observation with the deputy manager.
- The inspector had discussions with parents, staff and children.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector observed activities in all rooms and outdoor areas.

Inspector
Karen Scott

Full Report

Information about the setting

South Avenue Day Nursery opened in 1999. It is part of Kinder Groups Ltd, a chain of nurseries in Kent. The nursery operates from a purpose-built mobile building set within the grounds of South Avenue Infants School in Sittingbourne and there are fully enclosed areas for outside play. The nursery mostly serves families from the local area. It is open each weekday from 7.15am to 6.00pm all year round.

The nursery is registered to care for 77 children aged from birth to under eight years, all of whom may be in the early years range. There are currently 147 children aged from birth to under five years on roll, some in part-time places. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with special needs and/or disabilities and children who speak English as an additional language.

There are 26 members of staff working with the children, 23 of whom hold appropriate qualifications to at least National Vocational Qualification level 2. Eighteen members of staff are participating in further training. The setting offers funded early education for three and four year olds.

What the setting needs to do to improve further

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

- enhance the organisation of rest areas for older children, so that they can always have quiet time if they want to, without distractions.

Inspection judgements

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

Children play in a bright and welcoming environment where they make choices, as toys and resources are easily accessible. Toys, resources and activities promote learning in all areas, resulting in children enjoying a broad and balanced curriculum. Children are supported to be independent learners, resulting in them being very confident and also having high concentration levels.

Each child has developmental folders which remain with them throughout the nursery. They contain written and photographic observations which key persons use to plan successfully for their individual needs. Developmental folders are clearly arranged so that all can see the good progress that children make and where they require further support.

Key persons plan for children's individual learning needs. This results in children making very good progress through the developmental stepping stones. Children have formed strong relationships and show each other kindness. For example, children help each other put on coats and receive hugs for their kindness. Children feel safe and secure and have high levels of confidence, telling visitors about what they enjoy at nursery. They express how they are feeling and know that key persons will support them when required.

Staff give children plenty of opportunities to talk and express their feelings and ideas. Children join in conversations and staff support them well to develop their communication and understanding skills. Children are interested in written words. For example, a child examines words on a ride on toy, running his fingers over them to explore letter formation. There are many opportunities for children to practice their writing and pre-writing skills when they take clipboards into the garden, for example. Staff help children to recognise numbers as they see them displayed throughout the nursery. Adults help children to develop their mathematical skills at fun activities. For example, when looking for worms in the garden children compare and contrast sizes of worms. They use a tape measure to compare the heights of their friends. This helps them to learn about size and measure. Children enjoy visiting places of interest in the local area and welcome visitors who build on their knowledge and understanding. They particularly enjoy imaginative play, working together, using a variety of props to represent things. For example, children paint together, on an enormous piece of paper to create a cinema screen that they settle down to watch. This enables them to use their imaginations to great effect. Children of all ages explore different textures and enjoy creating, taking artwork home to proudly share with their families. Outdoor areas are spacious and children explore the space, running, jumping and making different shapes with their bodies. They participate in adult-led activities that develop their arm muscles. They are therefore able to use different equipment to draw paint, write and build.

Parents and carers are welcomed warmly to the setting and engage in conversations with key persons about their child's day. Children particularly appreciate being able to share with their families what they have been doing. They enjoy showing off their artwork, displayed in the rooms. Parents and carers may look at their children's developmental folders whenever they wish. They are regularly sent home to enable all members of the family to share in children's learning. Families are able to support their children's learning, adding photographs and achievements to the folders. This helps families to continue learning at home. For example, children go for walks with their parents to look for acorns after exploring a book and other activities, about an acorn. Parents and carers are pleased that the nursery continues with activities that they are enjoying at home too. Overall, parents and carers feel fully involved in their children's learning journeys.

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

Children make choices about playing indoors or outdoors. The nursery is working hard to ensure that children access learning in all developmental areas wherever they chose to play. All staff know children well, helping to meet their individual needs. Parents and carers are particularly pleased with the strong bond that they and their children have

formed with the key person. Adults are very skilled at knowing when to interact with children and support learning and when to let children lead their own play. This means that children develop strong levels of independence, to support them as they move on to school.

Children are supported by staff to develop their self-help skills such as putting on coats before playing outside. Overall behaviour is very good and children are helped to understand about safety but also encouraged to undertake sensible risks. For example, toddlers are encouraged to develop their climbing skills while an adult is close by. They are also given clear explanations as to why it is not safe to climb on chairs. As a result, when offered help to come down small slides, the independent toddlers prefer to undertake the task themselves.

Children are developing an understanding of the importance of fresh air, exercise and a good diet for a healthy lifestyle. Meals and snacks are healthy, nutritious and meet children's individual dietary requirements. Children are encouraged to try a range of different foods but also feel able to give their opinions on what they are eating. Children enjoy exercising during group activities. They explore the large outside spaces, playing on a range of climbing equipment. They understand the effects exercise has on their bodies and help themselves to drinks when thirsty. This demonstrates that they understand how to promote their own good health. When children first start at nursery, key persons work with parents and carers to support children's individual feeding and sleep routines. However, as children become older they tend to rest at the same time, after lunch, for as long as each child requires. Sleeping areas are in the play areas. Younger children sleep well, but some older children, who perhaps do not need as much sleep, are somewhat distracted by things around them. This means they do not fully benefit from this quiet time in the nursery. Children are encouraged to manage their own personal needs, helping to build on their independence and self-help skills. Children are well-prepared for moves between rooms and to the next steps in learning such as school.

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

Children play in a safe and secure environment as procedures to minimise hazards are secure and robust. All staff receive training on safeguarding, and are secure in their knowledge and understanding of how to protect children from harm. They are all clear about the procedures to follow should they have any concerns. Parents and carers feel secure in the knowledge that their children are protected from foods that they should not eat. Procedures surrounding food allergies are understood and followed by all staff. Policies and procedures are detailed and regularly reviewed to ensure that they are up to date and relevant. All policies and procedures are available to parents. The nursery also shares individual policies and procedures monthly, to help parents to continue to be knowledgeable about these. The nursery also stores policies and procedures to make sure that they are available to the regulator if necessary.

The nursery is keen to continuously develop in order to improve outcomes for children. All

staff are involved in the evaluation process. They make plans for their rooms that they act on promptly and improve children's experiences. For example, baby room staff identified a need for a small den which is now in place. This is enjoyed by toddlers and babies as a snug area and a place to play peek-a-boo. Parents' and carers' views and opinions are sought through questionnaires and daily chats. After the latest questionnaire, more information has been given to parents and carers about the observation process. This has resulted in parents and carers being more aware of, and feeling fully involved in their children's learning journeys. The nursery receives support from early years advisors, working together to improve outcomes. As a result of this input, key persons always tell children that they are going to wipe their noses before doing so. This helps children to understand and feel happier about the process. Staff receive regular support to improve and build on their practice. They participate in training that builds on their knowledge and improves outcomes for children. Planning and assessment is monitored by management. This results in children receiving support to develop well across all areas of learning.

The nursery has a strong relationship with the local school. They enjoy performances and visiting pets there. Children attending the school settle well due to this strong partnership and teachers from other schools are invited to the nursery. When children leave for school, staff share information about their educational development. This means that the new setting can build on children's existing progress. Children attending other early years settings benefit from a shared approach to learning. This supports their individual learning needs and ensures positive outcomes. When children require further support, key persons work closely with parents and other professionals to give this support. This results in children making good progress. Parents and carers are very happy with their choice of childcare, saying that they feel part of an extended family. They particularly appreciate the contact books that keep them informed about their child's day. They share information with staff using these books too. They also feel very welcome and enjoy coming into nursery and interacting with their child at play. They feel welcome to hold conversations with key persons who they have a close and supportive relationship with.

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	127560
Local authority	Kent
Inspection number	910669
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	77
Number of children on roll	147
Name of provider	Kinder Nurseries Ltd
Date of previous inspection	09/06/2011
Telephone number	01795 428881

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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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