

Nivan Lodge Pre-school Nursery

King Charles the Martyr Hall, Warwick Road, Tunbridge Wells, Kent, TN1 1YX

Inspection date	20/05/2013
Previous inspection date	12/03/2009

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

- Organisation of the environment and broad range of resources very successfully engages children's interest.
- Children form strong friendships and develop very good social skills as they play.
- Staff promote children's language very well, giving them regular opportunities to speak in front of others.
- Effective team working and friendly relationships with parents create a positive, relaxed atmosphere.
- Children receive sensitive, effective support to prepare for their move to school.

It is not yet outstanding because

- The self-evaluation process does not specifically take into account the views of parents to enhance their contribution to the childcare provision.
- The use of an alert sound to indicate the immediate end of the free play time does not give children time to draw their games to a natural end and support them to take control of their learning experiences.

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 viewed all areas used by children.
- The inspector spoke with the manager, staff team and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a number of activities.
- The inspector sampled documentation including children's progress records and a range of policies and procedures.
- The inspector spoke with parents.

Inspector

Liz Caluori

Full Report

Information about the setting

Nivan Lodge Pre-school Nursery registered in 1991. It is privately owned and operates from two rooms at a church hall in Tunbridge Wells, Kent. There is a garden which can be used for supervised periods of outdoor play. The pre-school is registered on the Early Years Register. It is open each weekday from 9am to 12 noon during term times. There are currently 37 children on roll. The pre-school receives funding to provide free early years education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities as well as those who speak English as an additional language. There are nine members of staff, all of whom hold appropriate early years qualifications. One member of staff has Qualified Teacher Status.

What the setting needs to do to improve further

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

- extend further the process of self-evaluation to include the views of parents in order that their contribution to development of the pre-school is extended
- review the organisation of routines to allow children time to prepare for changes of activity and enable them to have more control over their learning.

Inspection judgements

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

The staff team provide interesting and challenging activities which children thoroughly enjoy. Much of each session is used for free play, allowing children to make choices and explore their own ideas. Throughout the pre-school children dress up, engage in role play games and create expressive art using the paints and drawing materials available. They also busily build, look at books, make music and generally have great fun with their friends. Staff know when to intervene to extend children's learning and when to stand back and allow them to discover for themselves. Children progress well in their communication and language as staff skilfully ask open-ended questions which prompt them to think about their answers. Children also receive regular opportunities and encouragement to speak in front of others. This helps to promote their language and their self-confidence. Resources are available to reflect the differing languages spoken in

children's homes. This helps all children to understand and respect languages other than English.

Staff plan a range of themed activities to promote children's learning in specific areas. For example, learning about 'people who help us', very successfully extends children's knowledge of the world around them. Children enthusiastically greet a visiting doctor and concentrate extremely well as he discusses his role and shows them a range of medical equipment. They use their existing knowledge, from personal experience, well as a basis from which to ask many good questions. They show good concentration, listening intently to the information given.

Children's physical development receives high priority. Staff compensate very well for the lack of an enclosed outdoor play space. Climbing equipment is set out in the hall each day and children also enjoy daily exercise sessions such as dance activities. Staff take children out regularly for walks in the local area so that they can learn about the natural world and benefit from fresh air.

Arrangements for assessing children's progress are effective in supporting children's ongoing development. Parents are actively involved in this process. As a result, children make good progress in all areas. Provision for children with special educational needs and/or disabilities is good. One member of staff takes lead responsibility for liaising with parents and other professionals. She is appropriately trained for this role and has experience of successfully working to identify and address children's very individual needs. Staff monitor all children's progress well to promptly identify any gaps in their achievement. Good arrangements are in place to complete the required progress checks for children aged two years.

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

Children are happy, motivated and settled in the pre-school. They demonstrate a strong sense of security as they interact easily with all staff. The friendly, caring atmosphere helps children to develop good social skills. They behave extremely well and are very welcoming to visitors. Overall, staff are extremely sensitive to children's emotional well-being. They listen with genuine interest to the things children say and offer a comforting cuddle for children who become tired. Children understand the routines of the morning and the two changes of activity are indicated by staff sounding an alert. The first change happens when all children have arrived, gathering them together as a group to share news and show items they have brought in from home. The second change occurs at the end of the free play session when children stop playing and help to tidy up ready for physical games. However, staff do not provide children with a warning that it is nearly time to tidy up. As a result, children do not always have time to draw their games to a natural end. This does not fully reflect the otherwise high value placed on children's self-initiated play.

Children move sensibly and safely around the pre-school. They listen well to advice from staff to help to keep themselves safe, for example, to reminders not to run in the hall. The thoughtful organisation of the environment engages children's interest and encourages them to explore and investigate independently. Children make very good use of the impressive range of resources. They confidently transport toys around the hall to the areas they want to play.

Staff encourage children to understand the importance of healthy living. Children visit the toilet independently and receive good support to promote their self-care. In addition, all children routinely wash their hands before they sit down for nutritious snacks of fruit. They have a choice of water or milk to drink throughout the session.

The independence that children develop, along with the high levels of achievement, prepares them well for their move to school. Staff offer focussed support to children as they approach school age, to ensure that they feel ready. They ensure that children have mastered specific important skills such as sharing and turn-taking. Staff also invite reception teachers in to the pre-school to meet the children and in this way aid transition.

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

The manager and staff fully recognise their responsibility to promote children's learning and development. They do this very effectively and monitor closely to ensure that educational programmes are successful. Highly effective team working creates an efficient, harmonious environment. Regular one-to-one staff supervisions, along with team meetings promote consistency and good information sharing.

The management team are skilled at using self-evaluation to accurately identify the pre-school's strengths and areas for future improvement. However, this process does not specifically include the parents. As a result, parents do not take a fully active role in shaping the direction of the pre-school. Parents receive an extremely friendly welcome as they deliver and collect their children. They speak regularly with staff and receive a good range of written information. As a result they are well informed about the day to day life of the pre-school and specifically about their children's progress. Parents are very positive about the service they receive. A parent describes the pre-school as 'wonderful' and says 'the approach of staff is very personal as they offer care that is very individualised for each child'. Another parent comments 'We love it. They do loads of fun things. All the teachers are experienced and you can trust them'. The pre-school also successfully works in partnership with other early years provisions where care of children is shared. This helps to provide coordinated and consistent care to meet children's all round developmental needs.

Robust safety arrangements are in place to protect children. Regular risk assessments help to identify potential hazards and appropriate precautions are in place to address these.

Security of the premises is good as staff monitor the front door vigilantly at the start and end of the session. One member of staff takes lead responsibility for child protection and has a clear understanding of the procedures to follow should concerns arise about the welfare of any child.

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	127409
Local authority	Kent
Inspection number	846303
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 6
Total number of places	30
Number of children on roll	37
Name of provider	Brenda Jill Palmer
Date of previous inspection	12/03/2009
Telephone number	01892 547 259

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

