

# Longacre Day Nursery

28 Pilgrims Way East, Otford, Sevenoaks, Kent, TN14 5QN

<b>Inspection date</b>	16/04/2013
Previous inspection date	08/04/2009

<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
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

- Staff have positive relationships with the children and their families, offering a friendly and caring environment where children feel secure as a result.
- Children's good health and well-being is supported well by staff, who provide children with healthy, balanced nutritious food throughout the day.
- 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 have limited opportunities to acquire basic skills in turning on and operating information and communication technology equipment.

## 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 observed activities in the main rooms and in the outside area.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to parents about their views on the service that they receive.

## Inspector

Joanne Barnett

## Full Report

### Information about the setting

Longacre Day Nursery is one of three in the company and opened in 1998. It operates from a large detached house situated in Otford in Sevenoaks. The nursery is open each weekday from 8am to 6pm all year round. There is a secure garden available for outdoor play.

The nursery is registered on the Early Years Register and on both parts of the Childcare Register. There are currently 54 children in the early years age group; children attend at different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years. The setting supports children with special educational needs and/or disabilities and with English as an additional language.

The nursery employs five staff. Of these, four including the manager, hold appropriate early years qualifications. The nursery ethos is Learn through Play and Montessori based. The nursery has achieved the Kent Quality Mark Accreditation in childcare.

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

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

- enable children to further develop their skills in technology by providing a range of equipment involving information and communication technology, such as computers.

## Inspection judgements

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

Children are extremely happy on arrival, greeted warmly by staff and their friends and quickly settle to their chosen activity. Staff provide a rich and vibrant learning environment. The extensive resources are of high quality and are easily accessible to children. Bright, colourful displays of children's work decorate the walls and create a stimulating backdrop for children's learning, supporting their self-esteem and sense of belonging. Children enjoy a good balance of both adult-led and child-initiated play experiences. Good quality resources are easily accessible in all rooms from low-level shelves and baskets enabling all children to make independent choices in their play.

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. As a result, they support all children to make good progress in each area of their learning, taking into account their capabilities and frequency of

attendance. Parents complete a detailed 'all about me' form before children start at the nursery. Careful observations highlight their achievements and identify the next steps in their learning.

Children engage in conversations with staff, for example, about families and backgrounds. Consequently, staff promote children's language skills well and extend their thinking. Children benefit from very good resources across the provision. Toddlers and babies benefit from the heuristic play baskets, where they are able to develop their understanding about the world from a young age. Children learn about mathematical concepts during planned activities and through using a range of resources. This helps prepare them for future learning at school. Children are encouraged to count and use numbers in a variety of ways. For example, during snack time, children count the number of plates, cups and pieces of fruit. However, children have less opportunity to gain an understanding of technology as there are few resources to support this.

The atmosphere is one of busy purposeful play as staff use effective plans to support each child to acquire skills and foster their capacity to develop further. Staff give children time to explore and support children in developing a good understanding of how to be expressive in their art and design. They beam with pride as their achievements are recognised and praised when displayed on the wall. Children who prefer to play outside can do so daily, using the outdoor area immediately outside the back of the building. They enjoy imaginative play outside as well as indoors. Children practise gaining good hand and finger control in the outdoor activities; they paint, use sieves, spades and containers in the sand trays to fill and filter sand.

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

Children's well-being is nurtured through very effective provision for personal, social and emotional development. All staff display sensitivity and have good systems in place so that children feel secure and accepted. For example, the free play sessions are managed by staff who take responsibility for groups of children who they supervise and vigilantly support. The key person system is used effectively to enhance children's feelings of safety and build upon the ability to trust the adults who care for them. For instance, there is a second key worker appointed to each child so that there is consistent communication at times of sickness and holidays.

Children know how to keep themselves safe: they learn to sit down and eat using cutlery and serving spoons. Staff make effective use of open-ended questions to encourage children to solve simple problems, asking how many children are having snack, or how many plates they will need. They become used to keeping safe in an emergency when they practise evacuating the building and know what to do in an emergency. They have confidence in staff who promptly respond to any needs they express. For example, staff are vigilant in helping those who wear nappies to recognise when they need the toilet. Children learn how to wash their hands before eating and use tissues to wipe their noses so they become independent.

All children enjoy frequent use of the outdoor play opportunities and learn how to wear appropriate clothing for the weather. They enjoy and benefit from a variety of interesting and adaptable play outside. For instance, children play football, climbing on apparatus and use the chalkboards outside. Children can investigate the everyday items such as hanging water bottles, exploring how each makes a different sound. Children behave very well, developing their skills by playing together in small groups, with support and supervision from staff that is not intrusive but allows them freedom. The staff model good manners to one another and towards the children. As a result, children are learning to be polite and caring.

### **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. The inspection took place following an accident to a child at the nursery. The inspection found that clear risk assessment and daily checks of the indoor and outdoor environments ensure that the nursery is safe for the children who attend. All staff follow the correct procedures when dealing with accidents and inform Ofsted in line with requirements. Staff remain vigilant at all times and supervise children well. There are good procedures in place for recruiting staff. The nursery operates an induction process that thoroughly checks staff suitability to work with children. Regular team meetings, supervision and appraisals help all staff to contribute their ideas and develop professionally through training. This has enabled them to review and update their educational programme so they continue to provide challenging experiences for all children that close the gaps in their learning.

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, questionnaires and a suggestion box, which enables the management to put in place plans for the continuous improvement of the nursery.

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. Parents are complementary about the care that their children receive because they are confident in the staff and feel the nursery offers a welcoming environment. The staff recognise the importance of working in partnership with others involved in the children's care and learning. Communication with other providers delivering the Early Years Foundation Stage for particular children takes place regularly. This sharing of information promotes continuity in children's learning and care. The manager encourages local schools

to visit to share information, to make children's eventual move to school easier.

### **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

<b>Unique reference number</b>	EY269941
<b>Local authority</b>	Kent
<b>Inspection number</b>	909477
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	19
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Longacre Childcare Limited
<b>Date of previous inspection</b>	08/04/2009
<b>Telephone number</b>	01959 522473

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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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