

Silverdale Day Nursery

Silverdale Road, Tunbridge Wells, Kent, TN4 9HU

Inspection date	14/06/2013
Previous inspection date	09/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The staff follow babies home routines after discussions with parents to help them settle and feel contented.
- The large outdoor play area provides interesting play experiences that support children's learning and physical development.
- Children in the preschool are confident communicators that supports their readiness for school.
- Parents are given good detail about children's progress in their learning and are able to contribute to the assessment process.

It is not yet outstanding because

- There is positive reflection of diversity at the nursery but this does not fully include all children's backgrounds and languages.
- There are writing and mark making materials and tools available to children by they are not consistently encouraged to make use of these during outside play.

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.

Inspection activities

- The inspector observed activities in the playrooms and outside areas.
- The inspector held a meeting with the manager and completed a joint observation.
- The inspector looked at some children's records, including their learning assessments.
- The inspector spoke to parents during the inspection.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full Report

Information about the setting

Silverdale Day Nursery is one of 10 nurseries run by Kinder Nurseries Limited. It registered in 2011 and operates from three main play and learning areas in a converted primary school in Tunbridge Wells, Kent. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7am to 7pm, for 51 weeks of the year. The nursery is registered on the Early Years Register and there are currently 206 children aged from nine months, on roll.

The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 31 members of staff, including an administrator, lunch supervisor and a cleaner. One member of staff has Qualified Teacher Status, one has achieved National Vocational Qualification at level 4, 15 have level 3, and 2 have level 2. The nursery provides funded early education for two-, 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:

- improve resources and the environment to positively reflect all children's home backgrounds and languages

- strengthen the encouragement of children's early attempts at writing or mark making, particularly in the outside play areas.

Inspection judgements

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

Staff ably promote children's early learning and development as they assess their needs from their starting points. The key person carefully assesses children's progress through the areas of learning. They engage parents with this process, as they contribute with what they know their child can do. As a result, the key person is able to recognise any achievement gaps and plan for children's individual next steps for learning. The key persons produce regular summary reports for parents, including the progress checks for two-year-olds when required. Staff in the baby and toddler room encourage parents to complete collages of their child's interests to help staff plan activities. Parents are made aware of children's next steps in their learning to fully support at home. Staff manage

moves within the nursery very well and ensure parents are in agreement. Staff in the pre-school plan activities and have resources in the role-play area that help support those children moving to school. For example, they have photographs of school playgrounds and classes. The progress the children in the pre-school make in their confidence and independence skills supports their readiness for school. They are very keen to communicate with each other children and adults by asking questions and join in with conversations.

All babies, toddlers and children are able to make choices about their play from the broad range available in storage at their level. Children show they become motivated and engaged as the staff know them well. Children are happy and settle well, demonstrating positive personal, social and emotional development. Children learn to take turns and pay attention. They are clearly gaining the skills and abilities they need to support their future learning. Staff promote most children's communication and language development particularly well. They encourage children to share their ideas or thoughts. However, the reflection of diversity across the nursery does not always include all children's backgrounds or home languages. In the pre-school, when children show an interest the staff help promote their writing skills. The outdoor play areas are very popular. They provide some challenges and learning across the areas of learning, particularly with children's physical development. The larger area opens from the pre-school room so children make good use of outdoor play throughout the day. This includes an interesting water area with guttering, a pump for children to use and a hose to fill buckets. This helps children to practise solving problems and learn about volume. There is also an innovative music corner with drums, sound pipes and bars. The two-year-olds, have a smaller area, and enjoy using construction bricks or chasing bubbles. They also get to use the larger area at specific times of the day. The youngest children have a small outdoor space where they explore a number of resources or engage in activities such as singing. Although, there are writing materials and tools available indoors, these are not always available outside to further promote children's early writing skills.

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

Key persons develop caring relationships with children. They are attentive to their needs and value them as individuals. The staff spend time discussing babies' care routines with parents and ensure these are met. When toddlers and children move up through the group rooms, the key person involves parents in this decision. Children get to know their new key person, who is fully aware of their learning and development needs. Moves are carefully managed so children get to know their new key person so they are fully aware of each child's learning and development needs. Babies, toddlers and children confidently explore their interesting and stimulating learning environments. The very good quality resources are at a level that encourages all children to make choices about their play. Babies and toddlers have their own small outdoor play area and sometimes use the larger area. The spacious outdoor area encourages energetic physical play, using ride on toys, the water pump or the large climbing frame and slide. The pre-school children are able to use this area freely during most of the day. They are particularly confident in using the equipment and resources. This helps children learn to keep themselves safe, as they are

able to take considered risks, such as using the climbing wall.

The staff are conscious of children's ages and stages of development as they manage their behaviour. The staff encourage children to try things for themselves and this promotes their independence. They make choices about their play and concentrate well on their own or with others. Toddlers and babies begin to play alongside each other. As children get older, they engage in cooperative play, learning to share and take turns. All children benefit from being able to find their own drinks and enjoy nutritious meals and snacks. Since the last inspection, the organisation of meal times has been altered to ensure children do not wait too long for their meal. The pre-school children gain independence and make choices as they serve themselves at lunch. Children learn about the importance of washing hands before eating. The older children are able to use the toilets themselves, promoting their growing independence. All staff help all children gain a good understanding of healthy lifestyles and support their physical well-being.

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

Management help to ensure children's safety. All staff undertake safeguarding training run by the company. The nursery premises are secure, enabling children to explore their rooms safely. Risk assessments are in place to help ensure staff keep children safe. Staff carry out daily checks, for example, in the large outdoor area before children use it after lunch. The various written policies and procedures give guidance to staff and help inform parents of the nursery's practices. The manager and provider regularly review and update these as necessary. There is clear detail in the safeguarding documents that demonstrate the provider's awareness of how to meet the local authority guidelines. Staff have a secure awareness of how to respond to child protection concerns about children in their care. All staff undertake safeguarding training run by the provider. There is a rigorous and thorough recruitment and induction process that helps ensure the suitability of the staff, with appropriate checks undertaken. Ongoing supervision and annual appraisals support the staff's ongoing professional development.

The number of qualified staff in the rooms, such as the baby room exceeds the required ratios. Staff ratios are met consistently and staff are effectively deployed to supervise and support children throughout the nursery. There are a number of documents that staff use to maintain and monitor ratios. The manager and staff are fully aware of the maximum numbers of babies and children they can care for in each room and documentation supports this.

Management and staff confidently support and promote children's learning and development. They monitor the educational programme so they know where children are in their learning. This way they can easily note and plan for any achievement gaps. When required, key persons liaise with parents and other professionals to ensure children get the support they need. Systems to evaluate and monitor practices at the nursery are in place. This takes into account the views of parents and children. Recommendations set at the last inspection are met well. Development plans are ongoing and demonstrate a clear

awareness of the need to improve outcomes for children. Partnerships with parents and others make a good contribution to supporting children's progress and well-being. Processes in place help ensure that sharing information with others helps support the continuity of children's learning and care, when necessary. The nursery demonstrates a good capacity for continuous improvement.

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	EY428303
Local authority	Kent
Inspection number	923040
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	90
Number of children on roll	206
Name of provider	Kinder Nurseries Ltd
Date of previous inspection	09/01/2012
Telephone number	01634230222

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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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