

The Winning Child Nursery

Rehoboth House, Brent Way, DARTFORD, DA2 6DA

Inspection date

Previous inspection date

16/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy good relationships with staff. Therefore, they are happy and keen to learn and growing in self-confidence.
- The manager monitors staff practice and record keeping well and is able to plan for their individual needs to drive improvement in the outcomes for children.
- Partnerships with parents and other professionals are rapidly developing to support children well.

It is not yet outstanding because

- There are fewer opportunities for children to use their home language during 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.

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 involving children and staff.
- The inspector spoke to parents and read parent feedback.
- The inspector did a joint observation with the manager and discussed staff practice.
- The inspector sampled children's records and assessments.
- The inspector read and discussed the setting's self-evaluation.

Inspector

Debra Davey

Full Report

Information about the setting

The Winning Child Nursery registered in 2013 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Winners Way church premises in Dartford, Kent. The nursery is open each week day for 50 weeks of the year from 7am to 6pm. The nursery supports children with special needs and/or disabilities and those children who are learning English as an additional language. There is an enclosed outdoor area for play activities. Children have use of three play rooms and there is a separate sleep room for younger children. Toilets are available off the main playrooms and off the main reception area. Five members of staff work with the children, all of whom are qualified in childcare and the manager holds early years professional status (EYPS).

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 use their home language during play.

Inspection judgements

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

Children are happy and settled because staff care for them well and respond to their individual needs. This builds children's confidence and self-esteem. Staff give children plenty of support and praise to help their communication and language skills. They use a variety of methods of communication including pictures and visual clues. Children are nurtured because staff know them well and plan for every child. This means that children are happy to come to nursery and enjoy their learning.

All children are making good progress in their learning and development. Staff carefully record their progress and plan a range of interesting activities to help them learn. For example, they are currently doing a 'people who help us' theme and children enjoy games to help them learn about our society. Activities are planned to cover all areas and staff teach children skills to help them enjoy their learning now, and in the future. Children enjoy messy activities with good support from staff for their learning across various areas. They enjoy making their own play dough, adding water to see the changes and the textures. They develop their small muscles as they use cutters and rollers to shape the dough. Staff encourage them to talk about the textures and use new words to describe how it feels. This helps children make good progress in their communication and language development.

All areas of the setting are clearly labelled to help children learn about print and that words carry meaning. Staff read favourite stories to them regularly and children can predict what comes next. They are keen to draw and paint and older children write their own names and letter shapes. They learn to count through games, stories and rhymes. Staff work with parents to find out about the languages children speak and key words to communicate. However, this is not always used in play situations to help children settle in quickly and develop their communication and language skills. Children enjoy physical play to help them develop small and large muscles when playing in the garden and use a range of natural materials to help them learn about the world around them.

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

Children are comfortable and safe in the setting because the manager has successfully risk assessed the building and the garden for safety. As result the building is secure and play areas are clean and well-presented. Children take part in regular fire drills to make sure that they know what to do in the event of an emergency. Staff use the resources well to promote learning and they teach children to care for the equipment. For example, children sing the 'tidy up' song as they help to put the toys away.

Children enjoy a variety of nutritious meals and snacks. Independence is encouraged at meal times when children serve their own foods and pour their drinks. They can help themselves to drinks when they play in the garden so that they do not get thirsty. Snack and mealtimes are social occasions because children sit together and talk to staff and other children. Children enjoy their meals which are freshly prepared in the nursery kitchen. For example they enjoy food such as chicken, rice and vegetables, with some children serving themselves more. Children are able to have a sleep after lunch in a quiet sleep room. This means they are refreshed and ready for the afternoon activities.

Staff are consistent in their approach to managing children's behaviour. They offer clear explanations to encourage children to think and help them learn consideration for others. As a result, children behave well in the setting. They concentrate for extended periods of time on activities of their choosing and with skilled support from staff. For example, when they feel hot, they make paper fans and decorate them with bright colours. The care of children with special educational needs and/or disabilities is good. The sensitive support provided by staff means that their individual needs are met well.

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

The manager and the director are fully aware of their responsibility to meet the requirements the Statutory Framework for the Early Years Foundation Stage. They ensure that the staff team have a good understanding of child protection and safety through comprehensive policies and training. There are robust systems in place for checking staff's suitability before they start to work in the setting. Staff understand who they must report

to if they have any concerns about a child's welfare. All staff are aware of the setting's procedures for safeguarding and child protection and have attended recent training in safeguarding. This means that they know what to do if they suspect a child is at risk from harm. Regular risk assessments also take place to support the children's safety in the setting and on outings. There is a trained representative for health and safety who helps to ensure that all staff are made aware of their responsibilities.

The manager and her team work closely with the early years team from the local authority to monitor the learning and development requirements. The early years advisor works closely with the manager on action plans, support and advice. As a result, staff are able to plan and provide a good range of activities which cover all areas of learning. They monitor children's progress consistently well to help to ensure all children make progress. They review the activities to make sure that they provide sufficient challenge for children. Regular supervision sessions and appraisals identify and monitor staff training and development. The manager's commitment to developing staff's knowledge and skills results in improved outcomes for children.

Partnerships with parents and other professionals have rapidly developed since the setting opened. Staff provide daily feedback and regular consultations to discuss children's progress. They work closely with parents and professionals where there are concerns about a child's development. Self-evaluation is used well to plan for improvements and to monitor the care and education for all children. This means that children are rapidly gaining the skills they need to prepare for their next stage of learning.

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	EY452420
Local authority	Kent
Inspection number	901928
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	12
Name of provider	Redeemed Christian Church of God Winners Way
Date of previous inspection	not applicable
Telephone number	01322 278955

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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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