

Playaway Nursery School at Herne Bay High School

Herne Bay High School, Bullockstone Road, HERNE BAY, Kent, CT6 7NS

Inspection date	11/07/2013
Previous inspection date	07/10/2009

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 outdoor areas are stimulating and interesting, where all children can explore, use their imagination and extend their learning.
- The staff have a very good knowledge and understanding of each child in their care; this means children's individual care and learning needs are consistently well met.
- The management and staff show commitment and dedication towards ensuring the setting is a happy and exciting place where children enjoy playing and learning together.
- The relationship that has developed between the setting and parents is strong and benefits the children through good continuity of care.
- The self-evaluation process is very effective and means that the setting is able to identify its strengths and areas for improvement, thereby supporting children's achievements.

It is not yet outstanding because

- The impact of some of the activities children enjoy and benefit from is not always clear in the observations made.

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 was shown around the setting by the provider.
- The inspector sampled records and documents.
- The inspector observed and talked with children and staff.
- The inspector carried out a joint observation with the provider.
- The inspector provided feedback to the management team.

Inspector

Mary Vandeppeer

Full Report

Information about the setting

Playaway Nursery School at Herne Bay High School opened in 2008. It is located in a building within the grounds of a secondary school in Greenhill, Herne Bay, Kent. The setting operates from two classrooms, and there is also an office, staff room and toilets. The setting is on one floor and there is a toilet for people with disabilities. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 63 children on roll. The setting is in receipt of funding for children aged two, three and four years. It is open each weekday from 8am to 3.30pm, for 47 weeks of the year. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language. There are eleven members of staff working with the children, including the manager and deputy manager. Seven members of staff have early years qualifications at level 3 and one 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:

- build on the quality of the observations to show more clearly the impact of an activity on children's learning and development.

Inspection judgements

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

The key persons help to make sure children experience an interesting range of activities, adapted to suit their individual stages of development. This is especially evident in the outdoor area, which provides a varied and exciting place for children to explore. Staff at the setting base most of their planning of activities on the interests of individual children. This enables them to become engaged in their learning. Planning is also based upon regular observations of children's play and identified next steps. These observations are monitored, to ensure each child makes good progress across all the learning areas. Staff record children's achievements frequently, using photographs in their learning journals that are readily available to parents. However, some of these observations do not always show the full impact of activities and experiences on children's learning and development. Staff create individual play plans for children with special educational needs and/or disabilities, to ensure they receive effective support. Staff display an understanding and sensitivity in their guidance and interaction with children. They make all children's learning fun and use resources that reflect their development needs as well as their interests, for example team games, sand, water and role play. Children are interested and keen to learn

from the varied range of play opportunities on offer and staff support them well. For example, outdoor play provides a wide range of climbing and balancing equipment, to give children confidence in their physical abilities, as well as new challenges.

Children's involvement in all play opportunities is supported well through the skilful input of staff. They observe and question what the children are doing. For example, staff use different coloured sand to stimulate children's imagination and they make a beach area. Children then find related objects such as shells to enhance their creation. Different types of interactive games help promote children's knowledge of numbers, shapes and an understanding of the need to take turns. Staff help children to develop good skills in understanding the world. For example, a bubble blowing activity teaches the children about the wind and that the direction it blows in affects where the bubbles go. Adult-led activities mean that children are given opportunities to practise their listening skills as they take part in exploring the sounds of certain letters. Children are encouraged to talk about their own homes, toys and family members, which gives them a sense of where they belong and helps them to feel secure. Staff, led by children's ideas, provide the support for scenarios, such as a doctor's surgery, where children use their imagination to improvise the instruments they have seen being used.

Children are able to make independent choices about how they spend their time in the nursery. They are usually able to choose when they have their snack and can always get a drink of water when they want to. Children develop a good understanding of the natural world, for example as staff teach them how to plant and grow small quantities of vegetables and fruit. Children enjoy stories being read by staff. They are encouraged to talk about what they are doing and also to negotiate game plans with each other, such as when they play ball games outside. This enables them to learn how to communicate effectively with each other and gives them further confidence in their speech. Older children show their understanding of letters and words by attempting to write their names, or picking them out on labels. Younger children practise their emerging writing skills as they use resources such as the sand to mark make. Children develop good physical skills as they are able to play outside throughout the day. There are footballs and goals, where children enjoy practising kicking and throwing the ball to one another. All children clearly enjoy and benefit from their time at the nursery.

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

All staff display a good understanding and sensitivity towards making sure children feel secure and valued. Children are supervised well by staff who offer them support in their play, helping them to learn successfully. The key person system is used effectively to increase children's feelings of safety and build on their trust for the adults who care for them. Staff support children with special educational needs and/or disabilities very well. They are able to show how they act on advice from parents and other specialists. They are ready to adapt activities to meet children's varying needs. Staff work closely with parents and other carers. This means they are sharing information and supporting children's emotional development effectively.

Children, including those whose home language is not English, enjoy being at the nursery. They show confidence in staff who respond swiftly to their individual needs. This is apparent at all times, but is especially displayed when, for example children experience minor cuts in their everyday curiosity and play. Staff efficiently provide cold packs and soothing words, and the children are soon back outside playing. Children serve themselves at snack time and also manage their own packed lunches. Staff are on hand to assist them. Overall, children are taught about healthy eating as they enjoy their healthy food with water or milk to drink. Staff ensure children are cared for in a healthy environment that is also safe for them. For instance, the outdoor area is available at all times, and gates help to keep children safe and secure as they play in the fresh air.

Children are learning how to get used to keeping themselves safe in an emergency, for example as they regularly practise evacuating the building. Staff teach and enable children to wash their hands before eating. This means they become increasingly independent as they get older. All children enjoy the free access to the outdoor play area. They enjoy and benefit from a variety of interesting and adaptable play equipment outside. For instance, children use the different-sized climbing frames to practise their balancing and climbing skills. Small bikes help younger children learn how to pedal and move themselves around. Children behave very well, developing their skills by playing together in small groups. Staff are providing appropriate support and supervision that allows children freedom in their play. Children are also well prepared for new challenges they might experience, for example visiting local schools and receiving visits from reception class teachers. This help to prepare children for their eventual move on to school.

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

This inspection was brought forward due to information received outlining several concerns. The inspection found no evidence that supported any of the concerns. There are good and effective arrangements in place to implement the requirements of the Early Years Foundation Stage framework. Staff display a clear understanding of the safeguarding procedures. They know what process is in place should they have any concerns about children in their care. The provider and management ensure all new staff are checked and suitable to work with children. The robust recruitment processes, supervision and effective appraisals mean the staff provide good facilities, support and experiences for children and their families.

Self-evaluation is efficient and continuous. There are regular staff meetings that identify and address any queries raised by staff and feedback from parents. Spontaneous observation and the monitoring of staff enable the provider to address any issues that may arise. The provider listens to the views of parents, children and staff and uses these to improve the provision. There are newsletters, parent notice boards and photographs, showing some of the activities their children experience each day. The owner and staff readily welcome suggestions to improve what they offer and encourage parents and children to contribute their ideas.

All of the staff team participate in a varied programme of professional development to meet the different needs of children attending. Parents are very happy with the provision and describe staff as very approachable and supportive. They say their children thoroughly enjoy themselves at the nursery. Parents are familiar and knowledgeable about the nursery and clearly feel comfortable as they bring and collect their children. They are able to keep up with their children's achievements because they can see their children's learning journal regularly. Parents state that they appreciate the informative conversations they have with key persons on a daily basis. It is clear from the comments parents make that all children benefit from a range of enjoyable experiences, which promotes their good progress and development. Consent is obtained to consult with specialist agencies or professionals if there are queries about children's individual needs.

The staff value the partnership they have built up with local agencies and professionals, such as speech and language therapists. They make good use of the information given, to help promote children's development and well-being. Teachers are invited from local schools to attend the nursery, to meet the children who are about to leave. This results in children being able to move on confidently to the next stage in their lives.

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
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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	EY368662
Local authority	Kent
Inspection number	924859
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	63
Name of provider	Alice Mogg
Date of previous inspection	07/10/2009
Telephone number	01227 742 678

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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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