

# Abbeyfields Day Nursery

32 Whitstable Road, Faversham, Kent, ME13 8DL

<b>Inspection date</b>	15/08/2013
Previous inspection date	28/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy opportunities to play and freely explore their learning environment.
- Children, staff and parents have a friendly rapport and build close attachments.
- Children enjoy playing outside in the garden and benefit from outings around the community.

### It is not yet good because

- The nursery does not meet all requirements of the Statutory Framework for the Early Years Foundation Stage to fully safeguard children's welfare.
- Staff do not always supervise every child closely or reduce all hazards in the nursery to help keep children safe at all times.
- Staff do not all keep children's learning records up to date to show the progress their key children make. Support for children learning English as an additional language is not fully effective.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the staff and children inside all rooms within the nursery and outdoors in the garden.
- The inspector spoke to children, staff and parents.
- The inspector sampled a range of documentation including staff suitability records, children's learning records, the complaints log and the accident records.
- The inspector carried out a joint observation with the manager.

## Inspector

Lisa Toole

## **Full Report**

### **Information about the setting**

Abbeyfields Day Nursery registered in 1985 and is privately owned. It operates from a building in Faversham, Kent. Children have access to three play areas, including a baby room. There are separate kitchen and toilet facilities. Children have access to a secure outdoor play area. There is a ramp to access the building. There are internal stairs to the first and second floors. The nursery is open each weekday from 7.30am until 6.30pm, all year round.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 86 children in the early years age range on roll. Children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 members of staff. Of these, 11 members of staff hold appropriate early years qualifications and three are in training.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the supervision of children and use of risk assessment to keep children safe
- ensure that the required procedures are followed regarding written complaints, including notifying complainants of the outcome of the investigation within 28 days of having received the complaint
- ensure that parents are notified of all accidents involving their children.

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

- improve the support for children who learn English as another language
- develop the systems for assessment to more clearly show how and where children are making progress in their learning and development.

## Inspection judgements

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

Children enjoy a range of experiences to support their development across all areas of learning. They are making satisfactory progress towards the early learning goals and the quality of teaching is sound. Staff engage well with the children, with most staff asking open-ended questions to challenge children's thinking and extend their communication and language skills. For example, while creating collages to explore their creativity staff ask toddlers to tell them who they are making their pictures for. During group times, staff invite the older children to share their news with each other, to gain confidence speaking in front of others as part of their personal development. It also helps children gain important skills for their future learning at school. Babies have fun as they explore and investigate the garden and play with different sensory materials. They gain control over their movements as they learn how to climb on and off the seesaw and ride-on toys. Staff enthusiastically babble back to the babies as they are busy playing, helping the youngest children learn to communicate and develop early language skills. Some of the children are learning to speak English as an additional language, but staff do not fully promote the children's home languages within the nursery. This has an impact on their developing communication and language skills and how well they are included. Children problem solve together while constructing with plastic bricks and work out how to make wooden blocks balance as they stack them up. Such activities help children develop mathematical skills and hand-eye coordination. In the garden children have fun using number counting skills as they take turns playing hide and seek together.

Staff support children's learning appropriately, giving children time to think for themselves and play, as well as providing adult-led experiences to support all areas of learning. Children learn about planting and growing and nature using the nursery wildlife garden and allotment. This helps them learn about the world around them and where food comes from. When a play mobile telephone gets dropped and comes apart staff sit with children showing them how to fix it and join the pieces back together. Consequently children learn about simple technology.

The staff have a satisfactory system for observing and assessing children's progress and planning their next steps for learning. They complete the required progress checks and share information with parents when their children are aged between two and three years. However, not all staff maintain accurate and up-to-date learning journals for their key children. This is because they do not all clearly detail where and how the children are making progress towards the early learning goals. In addition, some records are a little disorganised and not kept in order to see at a glance what progress children make. This in turn has an impact on how well the staff are able to plan further and work together with parents to support children's development. The staff share information about children's learning with their parents. They involve the parents by suggesting ideas for things they can do to extend their child's development at home to prepare them for school.

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

There is a harmonious environment within the nursery because staff and children build close bonds with each other. Children settle quickly on arrival, showing they feel secure and comfortable within the nursery. Staff follow the babies' routines from home to offer continuity and consistency in care, which helps them feel content. The staff routinely ask parents to provide information about each unique child in the 'all about me' records. This enables them to find out about children's preferences, current interests and family background so they can provide individualised care. Children with special educational needs and/or disabilities or other additional needs receive suitable support through effective partnership working with parents and others. All of the children behave appropriately and respond well to the positive praise and encouragement given by staff. Children are able to follow instructions and adhere to the ground rules put in place to safeguard their welfare. They are able to make their own decisions, such as whether they want to eat snack or not, which supports their developing independence. Staff remind children about sharing and taking turns as they play, using a consistent approach to the way they manage behaviour.

Children learn to play and use tools safely. For example, the older children learn how to cut fruit and breadsticks by themselves at snack times, using appropriate child-sized knives so they develop an understanding of manageable risk. Although staff supervise the children well most of the time, they are not always completely vigilant about where children in the rooms on the ground floor are, after they visit the toilet. Consequently they do not notice when a child decides to go back out into the garden to play for a brief moment. This means that children are not always safe or appropriately supervised at all times.

Staff complete regular risk assessments of the premises to help them keep children safe and secure. However, they have not identified that when the conservatory doors are open, children are able to push them shut themselves, because there are no fixings to keep the doors secure when opened. When babies are outside and exploring the garden they become interested in trying to shut the conservatory doors, putting themselves and others at risk of injury if they catch their fingers while doing so. Staff intervene and tell the babies not to touch the doors, before closing them to reduce the risk of an accident. During the summer months staff make sure that children have sun cream applied before venturing outside to play. They liaise with parents appropriately to make sure children have suitable cream put on for their individual needs and in line with parents' wishes. The nursery maintains accurate records of medication given to the children and records details of accidents children have in the nursery. However, they do not always inform parents that their child has had an accident, by telephone, and/or by asking them to read the accident record and sign it. This is a breach of requirements of the Early Years Foundation Stage and has an impact on children's health and well-being because parents may be unaware that their child has had a minor accident.

The nursery promotes children's health through supporting healthy eating practices and by providing many opportunities for children to get physical exercise and fresh air. The children enjoy snacks and meals which are prepared on-site and include vegetables from

their own allotment, such as potatoes, courgettes and green beans. The children benefit from sitting together and enjoying the social aspects of meal times, gaining independence as they learn to serve themselves and pour their own drinks. Such skills help them prepare for their eventual move to school. Fresh drinking water is readily available in all rooms, with staff working with the babies making sure the youngest children also have regular drinks. The nursery staff follow suitable hygiene practices to reduce risks of cross infection to the children and adults. Children learn to wash their hands as a matter of routine, while nappy changing procedures help to ensure babies are clean and comfortable. The paintwork and some furnishings within the nursery are showing signs of wear and tear, with paint chipping and some walls stained with paint and water marks. The nursery is aware of this and the potential impact on children's welfare if it continues to deteriorate.

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

Staff have a satisfactory knowledge and understanding of the Early Years Foundation Stage and how to meet the needs of each child. The nursery meets the requirements of the ratios regarding the number of staff working with the children and the number of qualified staff working within the nursery. The staff team follow the nursery's policies and procedures to safeguard children and satisfactorily support their learning and development within the educational programmes. However, the nursery has failed to notify Ofsted of a significant event relating to changes in the persons who make up the registered provider of the nursery. This is an offence and Ofsted may take further action. The impact on children's welfare is low because the new directors have either no direct contact or have only minimal contact with the nursery on a regular basis. They are not left alone with any of the children, in line with the nursery's robust vetting procedures to keep children safe.

This inspection was brought forward as a result of concerns raised to Ofsted regarding a number of aspects of safeguarding children and their welfare. Evidence gathered at inspection found that most of the safeguarding and welfare requirements are met and arrangements for safeguarding children are satisfactory overall. Staff understand their role in reporting any child protection concerns, following the correct referral procedures. The nursery has recently reviewed and updated their safeguarding procedures to make sure they are clear and understood by everyone. Staff also attend training to increase their understanding of safeguarding procedures and their roles and responsibilities. This includes reporting any concerns about the behaviour of a member of staff or other adult working in the nursery. All of these measure help to keep children safe. However, the inspection found that child supervision is not fully effective as staff are not always aware of where children on the ground floor after they have visited the toilet. This means they are able to access the garden unknown to staff and are therefore not fully supervised at all times to keep them safe. In addition, the nursery risk assessments do not identify and address all hazards to children's safety, such as the hazards associated with the conservatory doors when these are open. This means children's safety is not fully assured at all times.

The manager investigates all complaints made by parents and has meetings with them to

discuss any concerns, in order to identify areas for improvement and to support positive partnership working. For example, following concerns about portion size of meals and the way some staff were speaking to children to manage behaviour, the manager implemented positive changes. The portion size of meals has been increased and staff have been booked on to training to learn how to manage challenging behaviour, as well as having meetings with the manager to discuss practice. Such measures demonstrate that the nursery management is keen for the nursery to improve their practice and the outcomes for children. However, although the complaints procedure is mostly followed through, not all complainants are notified of the outcome of the investigation within the required timescale. Although this is a breach of requirements, it has little impact on children's welfare. As a result of the inspection findings, the provider is required to take further action relating to child supervision, risk assessments and complaints in order to meet all requirements for the Statutory Framework for the Early Years Foundation Stage and the Childcare Register.

Most of the required documentation required to safely manage the nursery and protect children is in place and maintained to an appropriate standard. However, there are weaknesses in the maintenance of the accident records regarding notifying parents of children's accidents. The manager has some systems in place to evaluate the quality of the provision in the nursery and to seek the views of parents and children to drive improvement. Some performance management is in place to help staff develop their skills and practice, to improve the outcomes for children. The nursery sometimes sends out questionnaires to parents to ascertain their views and speaks to them informally on a regular basis. The key person system is suitable and helps to develop positive partnerships with parents and others involved in the children's lives. This system helps everyone support children's care, learning and development in line with their needs and next steps. Discussion with parents indicates that most are happy with the quality of the nursery and the care of their children. They feel welcomed and involved and some particularly like the individual support the staff give to support their children's particular needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare
- ensure that each complaint is fully investigated, that the parent who made the complaint is notified of the outcome of the complaint, within 28 days of the date the complaint was made, and keep a written record, for a period of three years, from the date of these complaints including the outcome of the investigation and the action taken in response
- ensure that Ofsted is informed of the name, date of birth, address and telephone

number of any partner, director, senior officer or other member of the governing body.



## 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>	126949
<b>Local authority</b>	Kent
<b>Inspection number</b>	932415
<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>	49
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Abbeyfields Day Nursery Limited
<b>Date of previous inspection</b>	28/09/2010
<b>Telephone number</b>	01795 591088

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

