

Repton Manor Nursery

Repton Avenue, ASHFORD, Kent, TN23 3RX

Inspection date

Previous inspection date

11/09/2013

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

- Staff have very positive relationships with children, and children relate well to each other, which helps them settle very quickly.
- There is a very welcoming and interesting play environment indoors and outside to help promote children's learning.
- Management help to keep children safe by carrying out rigorous checks on staff during the recruitment process.
- Staff have very good partnerships with parents, which helps to ensure that children's individual needs are met well.

It is not yet outstanding because

- The staff are not always effectively enabling children to do things for themselves.
- There is a wide range of resources and print displayed around the nursery, but this does not fully reflect all children's cultures and home languages.

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 playroom and the outside area.
- The inspector held a meeting with the provider and manager of the nursery, and completed a joint observation in the nursery with the manager.
- The inspector looked at some children's records, including their learning assessments.
- The inspector spoke to parents during the inspection and took parent views into account.
- 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

Repton Manor Nursery registered in 2013. It operates from a purpose built building in the grounds on Repton Manor Primary School, in Repton Park, Ashford, Kent. The nursery is managed through a trust that is due to obtain charitable status in partnership with the primary school. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8.45am to 3.15pm, term time only.

The nursery is registered on the Early Years Register and there are currently 57 children attending aged from two years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff and an administrator. All staff hold appropriate early years qualifications to at least National Vocational Qualification at level 3. One member of staff holds Early Years Professional Status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- strengthen the experiences that children have to develop their growing independence.

- improve the reflection of all children's home languages and culture in the environment to fully promote children's awareness of difference.

Inspection judgements

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

Staff promote children's learning and development effectively and get to know the children well. Key persons, who take responsibility for certain children, assess children's progress from observations made as children play or engage in planned activities. From these assessments, the staff identify the next steps in their key children's learning to help them progress from their starting points. Staff plan stimulating activities for children, which reflect children's interests. . As a result, children demonstrate strong levels of engagement and a motivation to learn. The manager has systems in place that help to ensure staff complete the required progress check reports for children when they are aged between

two and three years. Staff encourage parents to share information and detail about children's achievements at home through discussions or using the contact books. This helps parents contribute to their child's learning assessment. The effective two-way flow of communication means that parents know how well their child is doing. In addition, staff have the necessary information to support any child with additional learning and development needs effectively. Staff obtain words from parents in a child's home language and this helps children settle. However, the environment does not reflect a wide range of cultural backgrounds to help children to understand and value difference.

Children settle extremely well and demonstrate positive personal, social and emotional development. They are clearly gaining the skills and abilities they need to support their future learning. Staff help to prepare children well for school. For example, children learn to take turns, listen and play cooperatively with others. They confidently make choices about their play from easily accessible resources, both indoors and outside. Children enjoy activities when the staff join in but are also happy playing on their own or with friends. For example, playing happily in the home corner 'cooking' a meal, a child is excited when a member of staff and another child join her imaginary caf. Overall, the staff are very good at promoting children's communication and developing language skills. They ask questions that require children to answer in full sentences, enabling children to think carefully before responding. The staff regularly comment as children play, introducing new words and helping to extend children's play and exploration. Children find items to explore and discuss, which they retrieve at random from covered boxes. This supports their language development well. Using modelling dough is popular and children happily talk about the models they make. They learn physical skills such as rolling and use mathematical language, such as 'here's another ball' and 'I got three balls'.

The outdoor play area is very popular, providing learning opportunities across the areas of learning. Children demonstrate their physical abilities as they manoeuvre ride-on wheeled toys. They help to grow plants in the outdoor garden and get water for them. Children dig in and explore a sand pit, using a range of different resources that develop their physical skills. There is a good selection of early writing materials and tools available indoors and outside, which supports children's literacy skills.

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

Children develop close relationships with all staff and particularly with their key person. This helps to ensure that staff meet children's emotional needs well. The recently introduced home visits, before children start, have proved successful in helping children settle in quickly. As children are confident and happy, they develop positive relationships with other children. They play well together, learning to share and cooperate with others. Staff manage children's behaviour effectively, taking account of a child's age and level of understanding. As a result, children behave well and respond willingly to requests, such as to help tidy up. A large interactive timer is used at times, that most children respond well to by helping to tidy up, although others are just fascinated by watching the countdown. Children develop positive attitudes that help them with any future move, such as school.

The staff work closely with parents and others to be sure that they effectively meet children's individual care needs. Children are learning to take care of their personal care needs, such as being able to access the toilet independently. There is an extended snack time for children to decide when they want something to eat or drink, which enables free choice. Children benefit from a nutritious and balanced meal at midday with parents able to choose what they want their child to eat from the menu. Children learn good eating habits and they use cutlery competently. However, although children pour their own drinks at snack time, they do not have many opportunities to be independent at lunchtime. This is not making the best use of their developing skills.

There is a welcoming and stimulating environment with a broad range of excellent quality resources both indoors and outside. Staff encourage children to decide where they want to play during the day and promote outdoor play as part of having a healthy lifestyle. Children learn about keeping themselves and others safe as they play. They have access to tools such as scissors and learn to use them sensibly. They practise fire drills and learn about safe road crossing.

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

The manager and staff have a very clear understanding and awareness of the safeguarding and welfare requirements. All required documentation is in place, such as the administration of medication systems. Parents are able to read the written policies and procedures. As a result, they are aware of the practices at the nursery. The staff undertake relevant safeguarding training and attend courses to strengthen their knowledge about the Early Years Foundation Stage. There are clear processes in place to help ensure staff follow up concerns about children's welfare confidently. The premises are very secure and help keep children safe, for example there are security doors to the play areas. Management carries out comprehensive vetting of staff through a rigorous and thorough recruitment process. This helps to ensure staff suitability. Management supervise staff regularly and carry out annual appraisals to enable ongoing professional development for staff. Staff attend a variety of courses to enhance their skills and knowledge.

The provider and all staff have good understanding of the learning and development requirements. The manager oversees practices at the nursery and follows up any issues as they arise in conjunction with the provider. There is a close working relationship between all persons involved in the nursery. The nursery staff reflect regularly on their work to ensure they are supporting children's learning. Management seek the views of staff and parents in the evaluation of the nursery. Management devise clear action plans that show a good awareness of areas for development in order to have a more positive impact on children's learning. For example, the staff have plans to enhance the outdoor area to stimulate children's learning further in mathematics. They are devising ways to ensure they engage with all parents in supporting children's learning at home. The nursery demonstrates a secure capacity for continuous improvement.

Overall, the nursery has highly positive relationships with parents and others, which make

a strong contribution to children's achievements and well-being. There are processes in place to help ensure that sharing information with other early years providers supports the continuity of children's learning and care, when necessary. Staff are able to meet the specific needs of individual children because their good partnership work supports the care and development of all children.

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	EY454803
Local authority	Kent
Inspection number	909009
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	57
Name of provider	Repton Manor Nursery
Date of previous inspection	not applicable
Telephone number	07595 563 000

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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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