

The Elms Nursery School

8 Richmond Road, Ramsgate, Kent, CT11 9QP

Inspection date	26/09/2013
Previous inspection date	16/03/2010

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

- There is a warm, friendly atmosphere, characterised by busy, happy children who enjoy interacting with their friends and staff.
- The staff follow the children's ideas and interests when setting up activities.
- Partnerships with parents work well to provide continuity of children's care routines and the two-way flow of information to support their learning and development.
- Staff work well together as part of a team, deploying themselves effectively to meet children's needs.

It is not yet outstanding because

- The children do not have good access to resources reflecting the diversity in the community and social world around them.
- Strategies to monitor and standardise the recording of children's learning journeys are in place but are not fully developed to fully reflect all children's progress.

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 practice and spoke to staff about their understanding of the learning and development and safeguarding and welfare requirements.
- The inspector observed children's play and staff's interactions, indoors and outside.
- The inspector sampled relevant documentation, including children's developmental records, policies and procedures, register of attendance and risk assessments.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with parents to seek their views about the nursery.

Inspector

Sara Garrity

Full Report

Information about the setting

The Elms Nursery School registered in 2003. It operates over three floors in a semi-detached building, situated in Ramsgate, Kent. Access to the different floors is via steps. All children share 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. There are currently 53 children on roll aged from birth to under five years. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 11 staff members. The managers and deputy manager all hold Early Years Professional Status. Most staff hold a National Vocational Qualification at level 3 or above. Two staff are undertaking training to obtain a qualification.

What the setting needs to do to improve further

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

- enhance children's learning about the world around them, for example, by providing more resources and positive images of children and adults, which reflect the diverse community they live in
- further develop the systems in place to monitor the staff's performance, in relation to their completion of children's learning journeys.

Inspection judgements

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

The educational programmes planned by the managers and staff are comprehensive and stimulating, both indoors and outside. There are many interesting activities on offer to children to support their learning and development. Children come into the nursery eager to play and explore. Staff have positive relationships with children and offer a broad range of activities for them to engage in. Staff support the children to interact with friends, by providing opportunities for them to practise sharing and taking turns. The children play with the shopping trolleys, handing them over to friends, so that they can have their turn, which reflects their good social skills.

Staff find out details about the children's starting points for learning through initial discussions with parents, when the children start at the nursery. The staff carry out regular observations on the children, using photographs to record their play. Staff collate this information in the children's learning journeys and use it to assess the children's progress and track their development.

The rooms are set out to enable the children to choose their own resources and equipment. Large spaces on the floor allow the children to spread out to play with train tracks or jump around dancing to music. Well-trained staff support the children to predict events and reactions. The children are excited to see what happens when they pour the water on the oats and flour, and love the textures and the way the mixture spreads across the table, floor, and staff, when they get a little exuberant with their mixing. Consequently, children make consistent progress in relation to their starting points as they enjoy playing in an enabling environment. Staff enable the children to learn about the local community through walks to the shops and parks as well as visits to see older residents in the area. Staff record these trips and produce personalised photograph books, which the children can look at, to help them recall past events and develop their language and literacy skills. Opportunities for children to learn about different cultures and see positive images of others are less readily available, which has an impact on how they learn about diversity. The role-play area vegetable shop is a firm favourite with the older children who enjoy selling and buying the fresh vegetables. Staff observe the children in their play and sensitively step in to expand their knowledge and vocabulary. Staff remind the children of the names of the vegetables, asking 'where are the radishes'? With the introduction of calculators and tills, the staff facilitate opportunities for the children to learn about technology and mathematical concepts while responding to their emerging interests.

The very young children delight in exploring their environment. They toddle and crawl around, climbing steps and sit down to explore their toes or play peek-a-boo with staff. The nursery is part of the 'I CAN' speech and language programme. The training they have received enables the staff to work with parents to develop the children's language and communication skills. They use sign language with all the children, and the toddlers love singing along to their favourite nursery rhymes. Staff use effective strategies to meet the individual needs of all children to ensure they progress across all seven areas of learning.

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

Consistent and well developed settling-in procedures support all children to feel valued and accepted into the nursery. Staff meet the children's individual needs through the effective provision for their personal, social, and emotional development. Parents spoken to were extremely happy with the care, support and attention they received from their child's key person. The children demonstrate very good behaviour; they are kind to their friends and are eager to help staff with setting up activities as well as tidying away. The younger children particularly like helping to wash the painting easel. Staff follow the children's lead and provide more sponges and brushes for the children to extend the

washing activity to include the fence as well as their toes.

The staff support the children to care for themselves and develop their independence. They learn about good hygiene and understand the importance of washing hands after using the toilet and before meals. All children receive warm, loving, and consistent care, which supports them to develop feelings of security and belonging in the nursery. Babies enjoy cuddles from their key person as they wake and get ready to go home. Ratios are met and the managers support children well in all aspects of their care, learning, and development through effective deployment of the staff.

Staff offer the children a variety of healthy foods at snack time. Children pour their own drinks and butter their scones, with staff offering help where needed. Lunchtime is a social time where the whole nursery comes together to eat a healthy home-cooked meal. The meals are freshly prepared each day by the nursery manager. The children develop physical skills as they use tongs to serve the spaghetti and ladles for the sauce. This is a busy group time where the children get to talk to siblings as well as chatter with staff about their achievements and what they are going to do in the afternoon.

All children enjoy frequent outdoor play. They change their shoes to go outside and find coats and jumpers, which are stored on their individual pegs, enabling them to develop independence. Staff supervise the children to ensure they use the stairs safely, reminding them to use the handrails. The children access the outside area via the side door and ramp or climb the steps of the fire exit. The staff make effective use of the garden; children explore and investigate the digging and planting areas. They thoroughly enjoy developing healthy bodies through active outdoor play where they balance using stepping-stones and tyres, ride wheeled toys and play with sticks and balls. The children understand the importance of rules and boundaries and are aware of how to keep themselves and others safe when using the resources. The children climb to the top floor of the playhouse or try the climbing wall, which gives them a sense of achievement when they complete the challenge. Staff praise all their endeavours. Staff make effective use of contact books to keep parents informed of daily routines. Progress checks for two-year-old children provide parents with an update on their child's stage of development.

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

The managers have adopted clear policies and procedures, which ensure they meet safeguarding and welfare requirements, and they are fully aware of the need to notify Ofsted of all significant events. Managers and staff regularly reflect on how they are working and identify any changes that need to be implemented. Appropriate systems are in place for the recruitment and vetting of suitable staff. There are successful systems in place for staff training, and the staff regularly receive in-house training, especially to improve care and safeguarding procedures. All staff are encouraged to undertake continuous professional development, and the nursery works with other early years settings sharing good practice. Most staff have undertaken paediatric first aid training to enable them to treat minor accidents children may have. Staff are aware of the

safeguarding procedures they need to follow to keep children safe at all times. The managers have also undertaken designated person training and understand their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. A comprehensive induction process is in place for new staff so they understand their roles and responsibilities to protect children.

All required documentation is appropriately completed, and available for inspection. Fire drills are regularly practised and reviewed to ensure the quick evacuation of the building to keep children and adults safe. The system for monitoring children's progress is generally good and implemented to a high standard by most staff. Some children's learning journals are not completed as consistently well by all staff to support each child's learning and development effectively. The manager carries out general risk assessments throughout the building every morning before staff and children arrive. Room supervisors carry out additional risk assessments on their individual rooms, identifying and minimising any potential hazards to protect children's welfare.

Parents' and grandparents' involvement in the children's learning is valued and they are encouraged to share information on a daily basis. The children's learning journeys are easily accessible, and both parents and children enjoy sharing them. Parents spoken to praised the way in which staff supported their child to settle into the nursery, commenting on how the staff were always available to talk to, if they needed them. Parental involvement is important to the nursery, each room has a designated notice board and parents regularly receive newsletters. The managers have also introduced a nursery website to help keep parents informed. The manager greets parents every morning and is available if parents need to talk, sort out fees or book new sessions. Parents have an opportunity to take part in fun activities with their children at organised events.

Recommendations raised at the previous inspection have been addressed, resulting in improved outcomes for children. The managers have detailed action plans in place and demonstrate a strong drive for improvement. They are aware of the strengths and areas for progression in the nursery to improve outcomes for children. The managers have forged strong links with other agencies to establish the support needed for all children and their families.

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	EY252581
Local authority	Kent
Inspection number	909322
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	54
Name of provider	Tender Shoots Limited
Date of previous inspection	16/03/2010
Telephone number	01843 852727

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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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