

# Future Scholars Nursery

Shadoxhurst Village Hall, Hornash Lane, Shadoxhurst, Ashford, Kent, TN26 1HW

## Inspection date

04/10/2013

Previous inspection date

12/11/2010

## 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

- The staff's knowledge of the children ensures their learning needs are met well. Therefore, children make consistent progress.
- Children develop positive relationships with the staff and other children, helping to promote their personal and social development.
- The staff encourage children's communication and language development well.
- The staff effectively meet and support children's additional needs.

### It is not yet outstanding because

- The staff are less able to effectively demonstrate how they use parent's feedback about children's learning at home, in the assessment process.
- Children are not consistently encouraged to use mark-making skills outside.

## 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 in the play room and outside area.
- The inspector held a meeting with the manager of the nursery and completed a joint observation.
- The inspector looked at some children's records, including their learning assessments.
- The inspector checked evidence of safeguarding practices, staff recruitment and self-evaluation processes.

## Inspector

Sue Taylor

## Full Report

### Information about the setting

Future Scholars Nursery is a committee run group. It registered in 1997 and operates from a hall in the Shadoxhurst Village Hall in Ashford Kent. Children have access to an enclosed outdoor play area. The nursery is open term time only, on weekdays from 9am to 3.30pm, apart from Tuesdays. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll, of whom all are aged from two years and in the early years age range. The nursery supports children with special educational needs and/or disabilities.

There are five members of staff, three of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. 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 use of feedback from parents in children's assessments
- encourage children to experiment with writing during outdoor play.

### Inspection judgements

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

The staff know the children well and this enables them to promote children's learning and development effectively. They use this knowledge to assess children's progress and plan for the next steps in their learning. The planning includes activities that reflect children's interests, helping to engage children. Key persons complete the required progress check for two-year-old children and provide parents with a copy of the report. This provides detail on children's personal, social, emotional and physical progress, as well as their communication and language development. Regular communication means that parents get to know how well their child is progressing. The staff encourage parents to take their child's learning records home. These include children's next steps in their learning. The staff have recently introduced a lending library where parents can borrow books to share with their children. However, it is not clear how the feedback that staff receive from parents effectively contributes to children's continuous assessments.

Children play well with each other and develop friendships. Most children demonstrate

good levels of concentration as they engage in activities. They are clearly gaining the skills and abilities they need to support their future learning needs and being ready for school. The staff support children's communication and language development well. They respond positively to children as they speak and ask questions that get children to think of a more detailed answer, than a yes or no. The staff successfully use some sign language to help those children with communication difficulties. Children have great fun as they explore shaving foam on a table using a good range of tools that help develop physical skills. They enjoy making marks that support early writing skills. However, there are not always the opportunities for children to practise mark making or early writing skills outside. Children use their imagination as they play, such as working out how they can rescue a car they buried in the dough. They engage well with staff as they play games that involve matching or completing puzzles, helping to develop their mathematical skills.

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

The consistent staff team helps ensure that all children have close and caring relationships with their key person and other staff. Each key person gets to know their key children well and ably promotes their learning and development. The positive relationships help maintain children's emotional well-being. Children engage well in their play, and show they are settled and happy. The staff provide a welcoming play and learning environment. They pack resources away each day but ensure that there is a wide range of activities and resources available to children. By using children's interests in the planning of activities, staff motivate them to play and take part. Children confidently make choices about their play, happily playing with friends or on their own. They develop some independence skills as they go to the toilet when they need or wash their hands after messy play. The staff encourage children to do things for themselves, such as putting their coats on or learning to use a knife and fork. Children play well with each other, learning to share and take turns. When managing children's behaviour the staff demonstrate that they take children's age and level of understanding into account. For example, they are conscious at circle time of the lower attention span of some of the younger children.

Children make regular use of the outdoor play area during the day. They develop physical skills as they manoeuvre the ride-on toys or learn to catch, through playing games in the fresh air. Children are gaining an understanding of the importance of a healthy lifestyle. They are able to pour themselves a drink of water during the day and enjoy healthy snacks of fruit. Children learn to keep themselves safe as they use tools such as scissors safely or practise fire evacuation drills.

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

The staff have a secure knowledge of possible child protection concerns and of the process to follow, should they arise. Staff have safeguarding training and the written procedure, available for staff and parents, contains good informative detail. The premises are secure and staff carry out daily checks with written risk assessments demonstrating

how they minimise potential risks to children. The required documentation is in place, such as a clear accident recording system. There is a recruitment process in place, which includes robust procedures to check staff suitability.

The staff have a clear knowledge and understanding of the learning and development requirements. As a result, they are fully able to support children's progress. There has been positive improvement since the last inspection. For example, key persons are responsible for monitoring their key children's learning and effectively identifying any gaps in achievement. They then plan interesting activities to help children overcome these. The regular meetings with staff encourage them to reflect on their practices to help improve outcomes for children. Ongoing training, such as 'Every Child a Talker', safeguarding or first aid helps keep staff up-to-date in their knowledge. Therefore, there the nursery demonstrates a good capacity to sustain improvement.

There are very positive relationships with parents. Regular discussions with parents and carers help inform them of their child's progress. They take their child's learning file home so they are very aware of the next steps in learning. The staff work extremely well in partnership with parents and others to ensure children receive the support they need.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	127341
<b>Local authority</b>	Kent
<b>Inspection number</b>	914194
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Future Scholars Committee
<b>Date of previous inspection</b>	12/11/2010
<b>Telephone number</b>	07821 143249

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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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