

Meredale Day Nursery - Kinder Group Limited

Solomon Road, Rainham, Gillingham, Kent, ME8 8EB

Inspection date	05/11/2013
Previous inspection date	26/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Strong partnerships with those that offer children further support ensures that children with additional needs are fully supported and are making sound progress.
- The nursery is using robust evaluation to help them provide a setting that is continuously evolving to improve outcomes for children.
- Staff interact positively with children to help them feel a sense of belonging and to learn through play.
- Children are making sound progress in their learning and development.

It is not yet good because

- Children do not always have daily opportunities to get fresh air and play outside.
- There are limited opportunities for children to develop their physical skills, such as on climbing apparatus.
- Planning for children's development and individual learning is inconsistent and sometimes staff miss opportunities to extend children's learning.
- Although children show an interest in technology they lack good opportunities to develop their knowledge and understanding of it.

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 all group rooms, in the outside areas and the school dining area.
- The inspector had discussions with parents, staff and children.
- The inspector sampled a range of documentation including children's records, the complaints log and safeguarding procedures.
- The inspector read the previous inspection report and the setting's self-evaluation.
- The inspector invited the manager to conduct a joint observation.

Inspector
Karen Scott

Full report

Information about the setting

Meredale Day Nursery registered in 1997 and is one of 11 nurseries privately run by Kinder Groups Ltd. It operates from seven rooms in a building which was originally an infants' school in Rainham, Gillingham, in Kent. All children share access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7 am to 7 pm, or later by special arrangement, for 51 weeks of the year. There is an after school club and a holiday club for children who attend school. There are currently 104 children aged from three months to five years on roll. The nursery currently supports a number of children with special educational needs and /or disabilities.

The nursery employs 20 members of staff and two apprentices. Of these, 19 hold appropriate early years qualifications to at least National Vocational Qualification level 2. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- ensure that all children have opportunities to play outside on a daily basis.

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

- provide more opportunities for children to learn about technology
- build on all staff's confidence to use assessment and interaction to support children's learning and development
- enable children to develop their physical skills through more opportunities to participate in physical play.

Inspection judgements

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

Overall children enjoy activities at the nursery, making choices about what they play with from those that are arranged around the rooms for them by staff. They participate in adult- and child-led activities and enjoy playing with and alongside adults and each other, which enables them to develop their social skills. Toys and resources offer experiences and learning in all developmental areas although some areas are given more prominence than others. For example, although children show an interest in technology there are limited opportunities for them to develop and learn more about this, to develop their understanding of the world.

Throughout the nursery children's artwork is displayed prominently, making them feel that what they have created is valued. Families are encouraged to share important events with others by bringing in photographs, for example, which are displayed at children's eye level. This helps children to make a connection between home and the nursery and to share with others. Children enjoy looking at photographs of their friends, talking warmly about each other. The staff are kind, making sure that children due to sleep are given comforters, for example. Throughout the nursery children have formed positive relationships with each other and key persons who they enjoy cosy times with, helping them feel comfortable and secure. Children engage in much conversation and talk about things of importance to them. They continuously learn new words and staff echo what they are saying to build on their developing language skills. Older children talk through activities, clearly explaining what they are doing and requesting help when they need it. Books are easily accessible and children enjoy one-to-one stories with adults. They have favourite stories, know how books are organised and interact with staff as they read stories. The written word is displayed around the nursery and children practise their writing and pre-writing skills as they play. Such activities help build children's literacy skills. Children regularly participate in activities that develop their mathematical skills. For example, staff encourage children to develop their understanding and use of counting as they play and offer much praise as they do so.

All children have access to outdoor areas but there are limited opportunities for them to develop confidence in climbing skills, for example, due to limited space and equipment. They enjoy running in the gardens and making their bodies into different shapes. When playing with dough children use tools to create desired effects as they express their creativity. Very young children skilfully move photographs which are attached to walls with Velcro to other areas, helping them develop their hand to eye coordination.

Key persons noted two-year-old children's interest in gardening and have made an indoor area for children to build on this and learn about growing and where food comes from. Children continue this at home, bringing in photographs of them gardening to share with others. Toys and resources for imaginative play are easily accessible and children take on roles, mimicking adults as they express themselves. They encourage others to join them when taking on roles, making their play exciting and interesting. Children learn about different cultures through play and this helps them to develop an interest in others in the world around them. Children explore a diverse range of textures using all their senses. Although staff sit with children at these times they miss opportunities to build on children's exploration and discovery skills, tending to play with and alongside children rather than building on learning. Babies benefit from being in an environment that supports learning through senses and they do so independently and skilfully.

Each child has a developmental folder which is passed through the nursery to help to ensure that learning is continuous. They contain written and photographic observations of children and are shared regularly with parents and carers to involve them in their children's learning journeys. When children start at the nursery, the key persons discover their starting points for learning through observation and in discussion with parents and carers, which helps them plan each child's next steps. The staff continue to fully involve parents and carers in their children's development and folders show much input from them. Consequently, there is a joined-up approach to learning. Parents and carers are informed that they may look at their children's developmental folders whenever they wish, although the journals are not always easily accessible to enable them to do this.

Key persons use the observations that they make of children to help them plan for children's learning. However, planning is inconsistent among staff and therefore not consistently providing challenge for all children. Not all staff are confident in their abilities to promote learning and training is being offered to support them develop their skills in order to enhance children's learning. Regular assessments in children's folders show that each child is making satisfactory progress through the developmental stepping stones.

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

Each child has a key person who works closely with parents and carers to find out children's individual needs in order to care for them appropriately. Staff covering key persons annual leave, for example, know where to find information about children and are therefore able to ensure that their care needs are met and routines followed. However, they are not always sure why they need to do particular things for children and management are introducing a buddy system to ensure that care is continuous and children have a regular person to help them feel safe and secure. When staff leave there is a hand-over period to ensure that there is as little disruption for children as possible and that they are fully supported.

Children behave well and generally have regard for their own safety. For example, when climbing on a chair a child is given a clear explanation as to why this might be unsafe, helping them to think about their own actions. However, there are occasions when this is missed. For example, when preparing the garden for outside play staff are not quick to explain to children about playing safely on wet wood and the importance of wearing a coat outside on a cold day. Children turn to staff for support, knowing that they will receive comfort and cuddles when they require them.

Children have some opportunities to develop independence to support their school readiness. For example, before playing outside older children fetch their coats and wait for help in putting them on and doing them up. Staff help them without encouraging children to do so themselves. However, when they do they are offered praise. The organisation at lunchtime promotes independence as children serve their own food and take turns doing so. Children are beginning to take charge of their own well-being. Water is always available and children know why and when they are thirsty. Staff working with babies

make sure they regularly have their bottles of milk to support their health and general well-being. Older children make choices about playing outside and are beginning to understand the importance of fresh air and regular exercise as part of a healthy lifestyle. However, some of the younger children do not always get the opportunity to play outside on a daily basis, which is a requirement of the Early Years Foundation Stage. This has an impact on children's well-being and their general learning and development.

Children are warmly welcomed and actively participate in play as soon as they arrive at nursery. Overall toys, resources and activities reflect the different areas of learning although there are some gaps which the nursery is thinking about how to address to ensure that children participate in a broad and varied curriculum. Children benefit from being with staff who play with them. They sit at children's level and engage in play and conversation. However, they miss opportunities to develop the learning and extend on children's interest at activities. This results in some children moving around the setting rather than concentrating for periods of time at activities. Transitions between rooms at the nursery run smoothly. Key persons liaise closely with parents and carers to ensure that they are fully involved so that children feel emotionally secure during any changes. When children leave for school key persons share information with parents about their children's progress and the nursery is thinking about how they can further support children's transitions to school by inviting teachers to visit, for example.

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

Children play in a safe and secure environment because ratios are maintained and staff are appropriately deployed to enable them to closely supervise all children. Staff are aware of their role in safeguarding children and daily premises checks help them to ensure that the environment is safe for children to play in. When staff notice possible risks or things that could improve safety they take action. For example, staff have requested a low-level hand rail to help young children go into the playground safely and independently, supporting them to make choices as to whether they play inside or outdoors. As part of the induction process staff read the nursery's policies and procedures and fun quizzes at meetings help embed their knowledge of them. Staff are aware of the possible signs and symptoms that may indicate concerns about a child's welfare and the reporting procedures to follow to help protect children's welfare. Regular safeguarding and first aid training helps the nursery management ensure that staff are equipped to carry out their roles and to safeguard children. The recruitment procedure is thorough and robust and new staff are fully aware of their roles and responsibilities. They work closely with departing key persons to ensure that care is continuous and give children time to know and trust them before changing nappies, for example. This results in new staff settling well and children forming positive relationships with them.

Leadership and management are committed to driving continuous improvement in the quality of the provision. Although staff appraisals have been ongoing the manager has now introduced staff monitoring in a bid to improve practice and therefore outcomes for children. Training needs are identified and staff are encouraged to build on their

knowledge and understanding. For example, room leaders are participating in leadership and management training to empower them in their roles. Monthly staff meetings are held where staff share knowledge and participate in training run by the manager and the organisation. Everyone is involved in the evaluation process. Parents' and carers' views and opinions are sought and valued, and any complaints are dealt with, to help identify areas for improvement. The manager has a realistic view of the nursery and is working closely with staff to ensure that the setting is evolving and improving. This, in turn, will improve outcomes for individuals and groups of children. Parents and carers report that they are happy with the care their children receive and say that they feel fully informed about, and involved in, their learning. They particularly appreciate the warm welcome they receive and being able to visit their children during lunch breaks, for example.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	103719
Local authority	Medway Towns
Inspection number	933072
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	103
Number of children on roll	104
Name of provider	Kinder Nurseries Ltd
Date of previous inspection	26/09/2011
Telephone number	01634 362221

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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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