

Godinton Day Nursery

Godinton Cp School, Lockholt Close, ASHFORD, Kent, TN23 3JR

Inspection date	25/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 environment is rich in the spoken and written word. This results in children developing very good communication skills.
- Enthusiastic and passionate staff know the children that they are caring for very well, helping them to be supportive and meet individual needs.
- All staff work very closely with parents and carers to ensure that children's needs are met and routines followed, developing warm and supportive relationships with families.
- Staff ensure that children play in a safe and secure environment. They have a very high regard for children's safety.
- The nursery is a highly evaluative setting that listens to and values the views and opinions of children, which ensures that outcomes are evolving for every child.

It is not yet outstanding because

- On occasions staff do not allow children to continue with their play after having lunch, for example, as they tidy everything away.
- Older children struggle to sleep in an environment where other children are playing nearby, which has an impact on their well-being.

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 part 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 rooms and outside areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

Godinton Day Nursery is one of 11 nurseries privately run by Kinder Groups Ltd. It registered in 2013 and operates from seven rooms in a building which is purpose built on the site of Godinton County Primary School, in Ashford, Kent. All children share access to secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and on the voluntary part of the Childcare Register. They receive funding for free early education for children in the three- to four-year age group. The nursery is open each weekday from 7:30am to 6:30pm for 51 weeks of the year. The nursery can support children with special educational needs and/or disabilities and also children who are bilingual or learn English as an additional language. The nursery employs 13 members of staff, all of whom are qualified to at least childcare level 2.

What the setting needs to do to improve further

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

- ensure that older children who wish to sleep do so in surroundings that enable them to rest comfortably

- enable children to continue with play after pausing for lunch, for example, by supporting continuous learning and celebrating achievements.

Inspection judgements

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

Children benefit from playing in a bright and welcoming environment. Toys and resources are in good condition and easily accessible, helping children to make choices about what they play with. Staff are passionate about providing an environment that encourages children to learn while exploring. Children are creative and participate in active learning as staff have ensured that the environment enables them to do so. Practitioners engage with children, motivating them to participate in activities and therefore learn. Knowing the children that they care for exceedingly well supports staff to do this.

Children have formed strong relationships with their friends and adults. They greet each other warmly and invite others to join in with their play. They are kind and compassionate to others. When a baby hears another crying, for example, they attempt to call out the other child's name. New children are offered toys which draws them into playing with their newly acquired friends. The staff arrange the environment to enable children to have

plenty of freedom and this results in them developing strong independence. Children are developing strong communication skills due to the positive input from adults. The staff engage children in conversation and give clear explanations that help them to understand and follow instructions successfully. This starts with babies who are beginning to model words that are frequently repeated to them, which results in them making very good progress in developing language. Older children enjoy chats with their friends throughout the day. They use a sheltered area in the garden as a cosy area to engage in conversations about things of importance. Children enjoy books inside and outdoors and staff ensure story listening is a positive experience for all, helping children to develop a love of books and good literacy skills. Children are very good at recognising letter sounds, relating them to words of importance such as names. During an activity to name colours, for example, staff help children to develop this skill by giving clues using the letter sounds. Children practise their pre-writing and writing skills inside and outdoors, for example when they write menus during imaginative play. Staff support children to develop mathematical understanding by helping them to count during play. Children jump along a numbered snake in the playground as an adult helps them to match their counting to the numbers, to their jumps. When playing with water children learn about volume. Children sing number songs as they play and pre-school children are using their good number recognition skills to help them tell the time.

Each room has their own outside area which they can access with ease. This enables all children to make choices about whether to play inside or outdoors. The gardens offer children much space to develop their play and can be used in all weathers while still retaining natural areas. They offer a wealth of experiences and activities that promote learning in all areas. Climbing equipment, ride on toys and balls, for example, are used by all children to develop advanced physical skills. This is due to adults' input who model how to use resources and engage in activities such as football with children, praising their achievements. A spacious environment with secure furniture and equipment supports babies to develop their walking and key persons plan activities to support this emerging skill. Children use tools to create desired effects when playing with modelling clay. Children create individual works of art, giving meaning to what they paint. They are proud of what they make and keen to share with their parents. Musical instruments are easily accessible and children shake them in time to music. Children enjoy exploring water, using their senses to describe what they see, feel and hear. Heuristic play encourages children to explore further, natural and interesting resources are available to all. Children enjoy using magnifying objects to look at insects, thinking about their features and how they live.

Before caring for children key persons work very closely with parents and carers to establish children's starting points in order that they are able to continue children's learning. They continue to involve parents and carers in their children's developmental progress by sharing information through a secure on-line tool. Parents and carers read about their children's progress and see many photographs of their children engaged in activities, helping them to have a clear picture of their time at nursery. They also engage in daily chats when staff update them about achievements and what their children have participated in. Parents and carers are encouraged to add to their children's developmental stories and some are beginning to do so, sharing achievements and things of interest from home. Key persons plan for children's individual learning but this is shared

with everyone so that all staff support every child. Planning is related to observations that key persons make and learning is assessed and continued, resulting in children making very good progress through the developmental stepping stones.

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

Parents and carers are aware of their children's key persons as they liaise with them regularly and photographs with children are prominently on display. Key persons have strong relationships with their children, supporting them and their families. This helps children to feel safe and secure in an environment where staff give strong emphasis to their personal and emotional well-being. The use of a key person buddy system and all staff ensuring that they know children well means that children's needs are fully met at all times. The close relationship with parents and carers helps the staff to respect children's individual routines. Care plans are understood by staff and easily accessible to all. Parents share information daily that helps staff to offer individual support to their children.

Children are very independent as they play in an environment that supports them to be so. For example, coats are easily accessible and children are encouraged to put them on themselves. They independently use the bathroom and help themselves to tissues to blow noses, disposing of them appropriately afterwards. Very young children are learning how to blow their noses with confidence. Staff support all children to understand the benefits of fresh air and exercise as part of a healthy lifestyle. Each room has their own outside area and all children have choices about whether to play inside or outdoors. They understand the effects that exercise has on their bodies, saying that running in the garden has made them hot, but also adding that as it is so cold it is important to wear coats. Children understand why and when they wash their hands and do so independently although staff support them to follow good hand washing routines. Children say that if you do not wash your hands and make them nice and clean that they will get bugs on them. Although children's individual sleep routines are followed older children struggle to sleep in the room where others are playing and do not, therefore, rest as required, as part of a healthy lifestyle. Older children take charge of their own well-being, telling staff when they feel tired, requesting time to rest. Meals and snacks are healthy and nutritious and children are encouraged to try different foods, discussing what they do and do not like. When children do not like what is offered staff ensure that they are given an alternative and children enjoy meal times, which are social occasions. Key persons work closely with parents and carers to ensure they respect children's dietary requirements and that children enjoy a balanced diet in line with their parents' wishes.

Children show high levels of concentration at activities they choose and those led by adults. The stimulating and very well resourced nursery promotes learning in all areas, both inside and outdoors. Key persons are knowledgeable about how children learn and ensure the environment allows them to play and explore, to be creative and to think critically. When children show an interest in something, staff are quick to respond and follow children's lead. For example, the role-play area became a shop after children displayed interest in this type of play. When children show an interest in using magnifying glasses to look at insects adults quickly add more resources and help children to take the

interest into the garden and therefore build on their knowledge and understanding. However, before lunch, for example, children tidy away things they have constructed and do so reluctantly, meaning that they miss an opportunity to celebrate what they have made and to continue with learning themes.

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

The safeguarding of and welfare of children are at the heart of the nursery and given high prominence. Staff have a very good understanding of their role in the safeguarding of children and ensure that the environment is safe and secure for children to play in. They assess the environment and take action to minimise any potential risks. Staff make sure that they place themselves throughout the setting so that children are given full support at all times. This helps children to feel safe and secure. The positive input they receive helps children to build on their learning as they play.

Children benefit from playing in an environment where staff are committed to continuous improvement. Improvement plans are in place and key persons observe children, thinking about how they can improve outcomes for them. For example, after observing babies fascination with hats key persons think about purchasing dressing up clothes to build on their enjoyment and self-help skills. The views of parents, carers and children are highly valued in the evaluation process. Parents fill in questionnaires that ask open-ended questions and add their suggestions to a box. They attend coffee mornings and talk regularly with staff, knowing that their input being highly valued and acted on. Older children also fill in questionnaires, drawing and colouring in pictures to symbolise their thoughts about nursery. This is an invaluable tool in the evaluation process, helping to promote continuous improvements for children.

The recruitment procedure is thorough and robust and staff are supported by buddies when they begin working at the nursery. The manager monitors staff through interviews and meeting with them, working closely with them to highlight strengths and to think about how to improve practice. Staff are supported to participate in training that builds on outcomes for the children that they are caring for. Management monitor the planning and assessment for children's learning. Key persons report that they appreciate the support as they are very keen to ensure that children enjoy positive experiences and are making good progress. This helps managements to ensure that all children are receiving the support that they require.

When children attend other early years settings the nursery contacts them so that they are able to share in children's learning, working together to promote positive outcomes for children. When children come from other settings key persons ask to see their developmental folders so that they can continue children's learning. Key persons work very closely with parents and carers when they are concerned about their children's development, observing and putting strategies in place to support children and their families. Parents and carers report that they are very happy with the care that their children receive, saying that they have settled very well. They are very pleased with the

progress and development that their children are making.

The Childcare Register

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	EY468990
Local authority	Kent
Inspection number	939762
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	132
Number of children on roll	85
Name of provider	Kinder Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	07436803916

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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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Store St
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