

# Brompton Day Nursery

Khartoum Road, Gillingham, Kent, ME7 5AX

<b>Inspection date</b>	09/10/2013
Previous inspection date	04/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff use effective assessment and planning arrangements to monitor the success of their educational programmes and to identify any gaps in children's development.
- The friendly, caring and positive environment helps children to develop good social skills and positive behaviour.
- Children speak confidently and express themselves well. This is because staff consistently use effective strategies to promote children's communication and language.
- Effective self-evaluation takes into the account the views of parents and children. This allows staff to offer a service that is continually improving outcomes for children.
- Partnerships with parents and others professionals are good and parents value the service they receive.

### It is not yet outstanding because

- Children have constant access to art and craft materials and produce a lot of expressive and individual art work. However, on occasions, staff offer slightly too much direction in some creative activities.

## 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 viewed all areas of the nursery.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector observed interaction between staff and children during a range of activities.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation.

## Inspector

Liz Caluori

## Full Report

### Information about the setting

Brompton Day Nursery registered under its current ownership in 2010. It is owned by Kinder Nurseries Ltd and operates from a detached building in Brompton, Gillingham, Kent. The nursery comprises nine playrooms, a sleep room and separate staff facilities. There are separate kitchen and toilet facilities. Children use three secure outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 139 children on roll, aged between three months and under five years. The nursery receives funding to provide free early education for children aged three and four years. The nursery opens five days a week from 7am until 6pm for 51 weeks a year. Children attend for a variety of sessions.

The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 29 members of staff who work with the children, including the managers. Of these, 27 hold recognised early years qualifications and two hold Early Years Professional Status.

### What the setting needs to do to improve further

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

- review the amount of adult direction in planned art and craft activities to provide consistently good encouragement for children to explore their own ideas at all times.

### Inspection judgements

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

Children make good progress in all areas of their learning and development as staff use effective teaching techniques and enthuse them well. Skilful assessment and planning arrangements help staff to provide activities that children enjoy and that offer a good degree of challenge. Children in the pre-school room take an active role in deciding what activities will take place as staff encourage them to suggest ideas each day. Good arrangements are in place to complete the progress checks for children aged two years. Staff speak to parents regularly about their child's progress and parents contribute observations from home to link into the planning for their child.

Children benefit from very good opportunities to explore their environment and choose the

games they want to play. This helps to promote their independence. Children's communication and language skills are developing particularly well. Staff extend discussions skilfully by asking open-ended questions. These frequently result in wonderfully imaginative exchanges, which very successfully promote children's imagination. For example, when children pretend that a loud noise from outside the nursery is a monster, staff playfully support this idea. This leads to some very good language describing the potential characteristics of 'scary monsters'. Children link their ideas to monster-like characters in early years fiction, demonstrating their growing love of literature. Staff speak clearly and repeat children's statements using the correct language and grammar. For example, when a child excitedly asks 'Did you see that noise?' the staff member responds warmly 'I did, I did hear that noise'. Staff listen to the things children say with genuine interest. This supports children to develop the confidence to express themselves and promotes their self-esteem. .

Children enjoy very regular opportunities to engage in physical activities. There is a broad range of toys and resources for them to explore including challenging climbing equipment for those who are more physically coordinated. Children also balance, run and use ride-on-toys with confidence and control. The youngest children have space to develop their mobility and have furniture to pull themselves up onto their feet and strengthen their legs.

Staff sometimes plan art activities to reinforce other areas of children's learning such as colour recognition and colour mixing. At times they offer slightly too much direction resulting in groups of children producing pictures which all look similar. On these occasions, children are not fully encouraged to learn through discovery or to express their ideas in their own way. However, overall, children receive good opportunities and support to express themselves creatively. They have constant access to a good range of art and craft materials and produce many expressive and individual pictures. Staff praise their efforts and display their work prominently. Children demonstrate very high levels of imagination and engage in complex and very enjoyable role play games with their friends.

Good arrangements are in place to support children with special educational needs and/or disabilities. One member of staff takes the lead responsibility for coordinating the programmes for children requiring additional support and does this well. Effective communication with parents and other professionals helps identify and address children's very individual needs.

The nursery effectively supports children who speak English as an additional language. Staff learn some key words in children's home languages to ensure their care needs are met while they are settling and developing their English. There are also activities and resources, which support all children to see and hear languages other than English and understand the skills needed to communicate in more than one language.

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

Children form trusting bonds with their carers. Each key person speaks regularly with the parents of children in their key group, providing a good link between the nursery and the

child's home. This helps the child to settle and feel secure and gives them the confidence to explore and take carefully managed risks in a safe environment. Children have very good manners, are friendly and behave extremely well. They follow the good examples set by staff and generally develop superb social skills. Staff deal sensitively with children who display unwanted behaviour, using age-appropriate strategies to support them to learn how to behave well. Staff seek specialist support when required to help find any underlying causes of behavioural issues and the appropriate strategies to use in managing children's behaviour. This helps children receive consistent messages about what is right and wrong.

Children learn about the importance of adopting healthy lifestyles. They enjoy cooked lunches that reflect their individual dietary requirements. They also have nutritious snacks during the morning and afternoon. Drinks are set out for children to reach at all times. Children develop good personal hygiene skills. They know to wash their hands after using the toilet and, with some prompting from staff, use tissues to wipe their own noses. Appropriate arrangements are in place for nappy changing.

The nursery environment is attractive and is thoughtfully organised to create inviting spaces for children to explore. They confidently select toys and transport them around the nursery to the area they want to play in. Throughout the nursery, there is a good mix of natural resources amongst the more modern toys. This is particularly impressive in the baby room, giving children opportunities to explore different textures.

Appropriate arrangements are in place to prepare children for their move to school. Staff link in with activities provided at the local children's centre to help support children emotionally to face the coming changes. Staff also liaise with parents and school staff to share information about individual children.

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

Good arrangements are in place to protect children. Rigorous recruitment procedures ensure that staff are suitably checked and qualified. The manager has lead responsibility for child protection. She has attended training for this role and has a very good knowledge understanding of the procedures to follow should concerns arise about the welfare of any of the children. All staff attend basic child protection training to alert them to the possible indicators that a child may be at risk. Security within the nursery is effective. All visitors sign in and are supervised at all times. Staff undertake risk assessments which help them to identify and address potential hazards.

Strong leadership and management and effective team working creates an efficient, stimulating environment. Regular meetings take place to support staff in order to promote consistency and to identify training needs. The management and staff team fully understand their responsibility to promote children's learning and development and do this well. The manager monitors children's developmental records and communicates with their key person. This supports her to compare the rates at which children are progressing

to identify any gaps in achievement or in the quality of the educational programmes.

Effective self-evaluation accurately identifies the strength of the nursery as well as areas for further development. This takes into account the views of staff, parents and children. Action plans are in place and are effectively prioritised to promote ongoing improvements. This significantly enhances the experiences for children. For example, the recent lowering of ceiling levels in one group room has successfully reduced noise levels and created a calmer environment for children to play and learn.

Staff successfully work in partnership with a range of professionals to support individual children. They have good relationships with local schools, health specialists, social services and local authority advisors. Appropriate arrangements are in place to exchange information with other early years practitioners where children attend more than one setting. Parents spoken to during the inspection are very happy with the service they receive. They state their children are progressing well and value the friendly interaction of staff.

### **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	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>	EY408017
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	930474
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	110
<b>Number of children on roll</b>	139
<b>Name of provider</b>	Kinder Nurseries Ltd
<b>Date of previous inspection</b>	04/03/2013
<b>Telephone number</b>	01634 840 800

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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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