

# The Winning Child Nursery

Rehoboth House, Brent Way, DARTFORD, DA2 6DA

<b>Inspection date</b>	28/01/2014
Previous inspection date	16/07/2013

<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

- Care routines are organised well and all staff are kind and supportive. This meets the individual needs of children and promotes their safety and well-being.
- Staff have developed a system of observation and assessments which are used well to observe what children can do and plan for their next steps of learning. As a result, all children are making good progress.
- The manager leads her team well by monitoring staff performance and planning for their training needs. This contributes significantly to the quality of the experiences staff provide for children.

### It is not yet outstanding because

- Occasionally, some children do not fully engage with the adult-led activities.
- Although resources for babies are plentiful, there are few natural toys and materials.

## 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 involving children and staff.
- The inspector spoke to parents to find out their views of the nursery.
- The inspector looked at safeguarding practice and safety features.
- The inspector looked at staff and children's records.
- The inspector met with the nursery manager to discuss practice and improvements.

## Inspector

Debra Davey

## Full report

### Information about the setting

The Winning Child Nursery registered in 2013 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Winners Way church premises in Dartford, Kent. The nursery is open each week day for 50 weeks of the year from 7am to 6.30pm. There are currently 23 children on roll in the early years age range. The nursery supports children with special needs and/or disabilities and those children who are learning English as an additional language. There is an enclosed outdoor area for play activities. Children have use of three play rooms and there is a separate sleep room for younger children. Toilets are available off the main playrooms and off the main reception area. Six members of staff work with the children, most of whom are qualified in childcare and the manager holds early years professional status (EYPS).

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

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

- review the organisation of some adult led activities to ensure that all children are fully engaged.
  
- extend the resources for babies to include a range of natural play materials for them to explore.

### Inspection judgements

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

Children are making good progress in their learning. Staff carefully record children's starting points when they first join, and track their progress using development milestones. They use this information well to plan for children's next stages of learning and to provide additional support where needed. Staff share detailed progress records with parents, so they can see the progress their child has made and continue to support them at home. This means that the nursery and the parents work well together to help children gain the skills they need to help future learning. Activities are age appropriate to suit the developmental stages of children attending and children are cared for in three different age groups. Most children really enjoy the adult led activities although, occasionally, some children become restless when they sit for group times, because, although the planned activities cover all the areas of learning, staff do not always consider different approaches to engage children even further. Overall, however, staff know children well and they plan for an active approach to learning. There are good facilities to support this, such as a spacious pre-school room and a large outdoor area.

Children have their own ideas and develop strategies for doing things. For example, they enjoy learning to identify numbers and to count using number boxes. They write their own names, using a range of materials, and staff are confident in teaching them the sounds that letters make. Children freely select from art materials and they experience different textures as they use flour, dough and puffed rice to make patterns. They enjoy favourite games and stories at circle times and are confident to make well-observed comments such as, 'the rainbow fish has Christmas sprinkles' when looking at the glittery fish. Staff support children well in their choices and they join in with their role play and imaginary games. Children enjoy dressing up to be kings and queens, and staff encourage them to use their home language during play. This helps all children to develop their communication skills and has a positive impact on how they speak and interact with others. Children also enjoy individual learning times with staff, where the focus is on their interests. For example, a new child is delighted to learn a computer programme with a member of staff. The outside play area is used so that children can choose to play out of doors, and this supports their physical development as they play ball games with staff. Daily conversations with parents, and more formal parents' evenings, mean that there is a constant exchange of information. This includes the developmental progress check for two-year-old children, which staff complete as part of the child's, 'unique story'. This means that any additional help children require is quickly identified, so that children get any help they need and are not disadvantaged by the time they move on to school.

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

Children's well-being is supported well by caring staff. Babies have their own area with plenty of space to explore, play and rest. Staff are highly attentive to the needs of babies and they work well with parents to find out their needs and stage of development. This supports children's sense of well-being. Children's behaviour is good because staff plan activities, such as the 'Rainbow fish' puppet to help them learn to share and listen. Due to this, children are forming firm friendships and are learning to tolerate and respect one another. Staff help children keep safe through the good use of procedures and updated policies. Regular risk assessments also take place to support children's safety. They practise the evacuation procedure so that they know what to do in the event of an emergency. Children also learn self-control when they contribute to the behaviour rules, which staff discuss with them at group times. This supports children's physical and emotional well-being.

Resources are used well to promote learning, although there are few natural resources for the babies: although babies enjoy plenty of toys, they are mainly plastic and lack texture, for babies to learn through using all their senses. There is a large outdoor area, which is used to teach children about wildlife and to have fun exploring using the mud kitchen. This easy access to outdoor play helps children to develop healthy lifestyles through the daily routine. Children enjoy healthy meals prepared by the nursery chef and fresh fruit snacks. They eat together as a social time and even very young children serve their own vegetables and salads. There is plenty of choice for children with special diets, and staff show awareness of children's food preferences by offering alternatives when needed.

Children know to wash their hands before meals and can do so with little support. Older children can access the toilet independently and are learning self-care, such as pouring their own drinks and putting on their own coats. This rapidly developing independence helps to prepare children for their next stage of learning. Younger children have a sleep after lunch with cosy cots or floorbeds, or just enjoy a cuddle and a quiet story. An effective key person system is in place, and this ensures that children's individual needs are met. The key person is responsible for finding out information about children's interests to help them settle in the early weeks. They record the progress of children over time and this supports well-being because staff get to know children well.

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

The leadership of the nursery is good. The manager of the nursery is capable and has a strong sense of duty in leading and developing her team. She is kind to the children and supportive to her staff, including new staff members who may need mentoring. This means that relationships are good on all levels, and children are happy in this warm and friendly nursery. The manager involves her staff and parents in reflecting on the strengths and areas to improve. She monitors the nursery education effectively and has a good induction programme in place for new staff. This means that all staff know the policies of the setting. The manager also arranges training for staff in key areas such as safeguarding and first-aid; this shows that there is a strong commitment to developing the skills and qualifications of the staff, to ensure that children are protected well. Safeguarding is given high priority in the nursery. The building is safe and secure and staff check all areas and make sure that any risks to children are minimised. Regular team meetings, staff observations and supervision take place to discuss the individual needs of children and teaching practice. Training days are used to check staff understanding of child protection issues, for example, knowing what to do if they suspect a child is at risk of harm. This helps to maintain and develop staff expertise, which has a positive impact for the quality of the experiences for the children attending.

There are good partnerships with parents and external agencies to ensure children receive the support they need, and all parents spoken to during the inspection are very happy with the nursery. They feel well-informed about their child's progress and like the fact that the nursery is small and their children get plenty of attention from staff. The nursery is based in a church and follows a Christian philosophy. The manager takes time to explain to new parents what this involves and seeks written permission for children to learn stories from the Bible and to say grace before meals. This means that parents understand and approve the ethos of the nursery.

### **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

<b>Unique reference number</b>	EY452420
<b>Local authority</b>	Kent
<b>Inspection number</b>	945585
<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>	40
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Redeemed Christian Church of God Winners Way
<b>Date of previous inspection</b>	16/07/2013
<b>Telephone number</b>	01322 278955

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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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