

Glebe House Nursery

226 New Hythe Lane, Larkfield, Aylesford, Kent, ME20 6PT

Inspection date	12/02/2014
Previous inspection date	14/12/2009

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

- Staff have a well-established key person system and build good relationships with children ensuring they feel safe and secure.
- Staff have good strategies in place to fully support children with special educational needs and/or disabilities and English as an additional language ensuring they feel valued and make good progress from their starting points.
- Staff effectively implement extensive planning that monitors, assesses and plans for children's individual needs well.
- Strong partnerships with parents are in place as all staff ensure that they communicate closely with, include and value parents contributions.

It is not yet outstanding because

- Staff talk to the children during their play however they are not always consistent in their questioning skills to extend children's learning and development.
- Staff provide a wide range of resources and experiences however they do not always use these opportunities to extend babies sensory exploration.

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.

Inspection activities

- The inspector viewed all areas of the setting that children use.
- The inspector observed interaction between staff and children during a range of activities and experiences.
- The inspector and manager completed a joint observation.
- The inspector spoke to the manager, parents, staff and children at appropriate times during the day.
- The inspector viewed written documents including children's progress reports and policies and procedures.

Inspector

Kelly Hawkins

Full report

Information about the setting

Glebe House Nursery opened in 1995. The setting is registered by Ofsted on the Early Years Register. It operates from eight rooms within a large converted house in Larkfield, Kent. All children share equal access to three enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 98 children on roll aged from three months to under five years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional Language. Children come from the local and wider community. The nursery receives funding for the provision of free early education to children aged three and four. The nursery employs 20 staff. Of these, 18 staff hold appropriate early years qualifications. The registered person has obtained an open BA (Hons) Degree and the manager has a BA (Hons) in Early Years. The setting also has two pet fish.

What the setting needs to do to improve further

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

- enhance the quality of teaching, for example by improving the consistency of staff questioning techniques to extend children's learning and development

- improve the range of opportunities for babies to use resources and experiences to extend their sensory exploration.

Inspection judgements

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

Staff work well as a team to provide stimulating and interesting activities that engage children during the day. Staff adapt activities to meet the needs of individual children. For example staff effectively engage children with speech and/or language delay in activities by using visual aids and makaton signing. This ensures that children feel valued and included and that staff are taking account of their individual needs. This means that all children are making good progress in their learning and development.

Children are happy and settle quickly at nursery. There is an effective and well-established key person system in place that helps children build close relationships with staff. Therefore children demonstrate that they feel safe and secure and develop good relationships with staff. There are attractive and eye catching displays of children's work. These include a display of the adventures each individual child has with the 'weekend bear'. Children take 'weekend bear' home and share what they have done with him over

the weekend. Children happily share with their friends and staff what they did and this promotes children's confidence, self-esteem and a sense of belonging in the nursery.

Staff demonstrate that they have a good knowledge of the seven areas of learning. They plan a range of stimulating and challenging experiences that meet children's interests. For example, staff encourage children to explore the natural world as they water their planting area and check their bug houses in the garden. Staff help children to understand how to be careful with living things. For example children are involved in caring for the settings two pet fish and help to clean the fish tank and feed the fish on a regular basis.

The outdoor area offers a variety of experiences to children each day. Children can move freely between the inside and outside learning environments and this allows children to make independent choices about their play and learning. The outside environment offers children a range of interesting resources and equipment. For example children can play in the 'mud garden' which is equipped with written recipes for them to refer to. Staff also provide opportunities for children to develop their early writing skills as they display information around the garden and provide resources for children to enjoy. There is a range of large climbing equipment for children to use that promotes their risk taking and problem solving skills. Children are encouraged to manage their behaviour and understand the importance of safety when being supported in taking turns on the large equipment. This helps develop their awareness of how to keep themselves and their friends safe.

Children have relaxing and cosy areas where they can rest and look at books if they wish. Staff promote singing and story sessions on a daily basis. They make these sessions fun by enthusiastically using props, tones of voices and actions which the children love to repeat. Consequently children develop a strong love of stories and singing and use the book area effectively on their own as well as with members of staff. This means their communication and literacy skills are continuously developed throughout the day. Staff ensure that there are writing implements available at all times, in clearly labelled and accessible draws that have both pictures and written labels to show their identify their contents to children. This helps children realise at an early age that marks have meanings and they can use them during everyday play situations to develop their pre-writing skills. Staff ensure that babies are settled and that their environment is visually stimulating. There are good opportunities for babies to develop in all areas. For example, the key person sits with their key babies providing them with resources and engaging them in their play by talking and interacting with them. However, the more able babies are not always actively encouraged or enticed to seek out for themselves resources that they could touch, feel or explore away from their key person.

Staff build upon children's individual interests well. They encourage children to extend learning by accessing the computer and using paint to draw their favourite things. Staff generally use a good range of open-ended questions to help children organise their thoughts and make sense of what they are doing. For example during an activity using weighing scales children were asked 'why do you think that side is heavier?' encouraging problem solving skills and a group discussion. However staff are not always consistent in their questioning techniques to ensure they continually extend and challenge children in their learning. Nonetheless, children are making good progress in all aspects of their learning. Staff have high expectations of the children based on the detailed assessments

they make from the agreed starting points. Staff regularly review these and use them, and the identified next steps of learning, to inform planning. This all provides a clear record of children's developmental progress. Staff planning is based upon children's individual needs and they evaluate these to see if they need to simplify or extend the activities for individual children. For example children who are progressing at a high rate have activities extended and differentiated to meet their individual targets and provide more challenge.

Parents receive detailed daily feedback and can take home their child's 'learning journey' home to read. Staff encourage them to comment about how they feel their child is progressing at regular points during the year. Parents feel supported and included in their children's progress and feel staff keep them well-informed. For example, staff encourage parents to 'stay and play', send out newsletters and display information on a notice board.

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

The key person system is well-established and ensures that all children are supported and valued. Staff have good knowledge of their key children. They help children with English as an additional language by using and displaying key words in their home language and using simple sign language. This means that all children feel valued and are included in play and learning experiences. Children and babies demonstrate they build good relationships with staff and other children. For example, they feel secure and confident to approach new adults and venture away from staff, looking back to their key person for support and reassurance when needed. They return to staff for comfort showing they have built secure attachments. This all helps promote children's well-being, self-esteem and confidence and demonstrates they feel safe and a sense of belonging.

Staff encourage and help children to be independent and make choices. For example, they get their own shoes and coats and independently decide when they want their snack from the 'snack bar'. At lunch times children serve their own dinners and clear away their own plates and cutlery. Staff promote good hygiene and healthy eating as children are encouraged to wash their own hands and face. Staff also create an eye catching display of healthy eating for children to see to further promote their awareness of a healthy lifestyle. The nursery employs an onsite cook who provides freshly made and healthy meals each day for the children. In addition children have daily access to water, milk and a variety of fruit. Staff ensure the safety and well-being of children by displaying and making all staff aware of any dietary requirements or allergies.

Staff encourage children to behave well, and clearly implement the strategies outlined in the behaviour management policy. Staff encourage turn taking and kind hands and deal with unwanted behaviour in an effective and age appropriate way. This ensures that children have a clear understanding of rules and boundaries. Staff provide play and learning opportunities that are fun and stimulating to meet the needs of the children. Therefore children engage well in their play whether self-chosen or adult-led. Staff are good role models and show children how to be respectful of each other, how to behave in a variety of activities and when moving around during the daily routine. Staff offer lots of praise and support to children encouraging discussion and extended their learning. This

helps promote confidence and increase their self-awareness.

The learning environment is bright and welcoming with many opportunities for sharing information and receiving parental input. The entrance area has a welcoming screen which plays recordings of what the children have been doing that week. For example it currently shows a recording of the recent Chinese New Year celebrations. Staff ensure that all resources are in good condition by using both written and visual risk assessments. Staff ensure all children can locate and identify their preferred activities easily and choose them from the clearly labelled shelves and drawers. The nursery has a very well resourced outside play area which children can freely access throughout the day. Staff provide good opportunities for the children to exercise ensuring that all children learn about the benefits of a healthy lifestyle and enjoy physical play. Children talk about the effect exercise it is having on their body as they inform their key person they would like to go indoors now as their legs are tired.

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

All staff demonstrate an extensive knowledge of safeguarding procedures and are reminded daily of these by the clever use of displays and regular reviewing of implemented policies. Staff are confident and understand their role and responsibilities regarding ensuring that children in their care are kept safe. They demonstrate this by clearly discussing in detail any signs or how to deal with any concerns if they were to arise. Secure and valued safeguarding procedures and staff training ensure children's safety is given a high priority. Staff ensure that children are well protected through well-established recruitment procedures. This ensures that staff are suitable to work with children.

Staff carry out both visual and written daily risk assessments to ensure that both the indoor and outdoor environment are safe for children to play in. The nursery is led by a well-informed and knowledgeable management team. The manager and deputy manager work together closely to ensure that the nursery is providing a high quality of care for all the children who attend. They implement well-established systems to monitor the planning and assessment. They continuously evaluate staff practice by undertaking peer observations, staff supervisions and annual staff appraisals. There is a comprehensive action plan in place that all staff contribute to and the nursery team follow a detailed method of self-evaluation which clearly identifies the nursery's strengths and weaknesses. This is an on-going working document and shows their drive to make continuous improvements in the nursery. Parents and children also have a valued input as staff seek their views, ideas and suggestions. For example, through the use of a suggestion box, children's 'learning journey', discussions and questionnaires. This promotes strong partnerships with parents.

All staff are supported by management to keep up-to-date with their professional development. They attend regular training is accessed using both in-house training as well as outside agencies. The nursery has addressed previous recommendations and in most

cases kept extending them to improve the experiences that the nursery can offer the children. Staff have good relationships and well-established methods of communication with outside agencies. For example, such as the speech and language therapist and health visitors who support the setting particularly when completing the progress check for two-year-old children. All staff have good knowledge of the support that they can access from outside agencies and explain in detail how and why they would access this additional support. Parents state they are very happy with the nursery and the support that the staff offer and say they would most definitely recommend it to others.

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	127202
Local authority	Kent
Inspection number	840627
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	98
Name of provider	Glebe House Day Nursery Limited
Date of previous inspection	14/12/2009
Telephone number	01732 844982

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Type of provision

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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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