

Tonbridge Day Nursery

West Kent College of Further Education, Brook Street, Tonbridge, Kent, TN9 2PW

Inspection date	31/01/2014
Previous inspection date	04/03/2013

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

- Children progress well in all areas of their learning and development as staff provide interesting activities which offer a good level of challenge.
- The management and staff team work well together to evaluate the provision and to identify and address areas for improvement.
- Good arrangements are in place to support children who speak English as an additional language and to positively reflect their home languages within the nursery.
- The thoughtful organisation of resources, both indoors and outside significantly enhances children's learning and enjoyment.
- Staff effectively use a range of strategies to positively promote children's behaviour and so support their social skills.

It is not yet outstanding because

- The catering arrangements do not fully involve children's with dietary requirements in the social aspects of dining with their friends.
- The information given to parents about how to support reach their next steps does not always include clear ideas of how this can be achieved.

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 including the outdoor play area.
- The inspector observed a range of activities and undertook a joint inspection with the deputy manager.
- The inspector spoke with staff, parents and children throughout the inspection.
- The inspector viewed a selection of documents including children's progress records, policies and procedures.

Inspector

Liz Caluori

Full report

Information about the setting

Tonbridge Day Nursery is one of 79 nurseries run by Asquith Court Nurseries Limited. It registered in 2003 and operates from five rooms in a single storey building. It is situated in the grounds of K College, Tonbridge, Kent. The nursery is open each weekday from 7.30 am to 6.30 pm for 51 weeks of the year. There is a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 85 children on roll, all of whom are in the early years age range. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 20 members of staff including a full time cook. All of the staff who work directly with the children hold appropriate early years qualifications, including two staff with Early Years Professional Status. The nursery provides funded early education for two- three- and four-year-olds.

What the setting needs to do to improve further

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

- review the lunch arrangements to provide children on restricted diets with the same positive social experiences as their peers

- extend further the encouragement for parents to take an active role in their child's learning by providing greater detail about the way in which learning goals can be achieved.

Inspection judgements

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

Children are enthusiastic learners and progress well because staff provide interesting activities which offer a good level of challenge. Staff use observations and effective ongoing assessment to build a picture of each child's interests and abilities. This enables them to plan for the next steps in their learning. Staff regularly produce clear, accurate and evaluative records of children's progress which they share with their parents. They also include some information about what they hope children will achieve next, although it does not generally specify how this will be achieved. This does not fully support parents to play an active role in their child's learning. There are however other ways in which parents are involved well in supporting their child's learning at home. These include the use of

activity bags which parents can take home to share with their children. These have all the resources needed as well as instructions for parents on how to deliver the activity. There is also information about the way in which the activity promotes children's development. Appropriate arrangements are in place to complete the required progress check for children aged two years.

The quality of teaching and care in the nursery is good across all age groups. Staff promote babies' language well, responding warmly to their vocalisation and using a lot of naming words to help build their vocabulary. Older children use expressive language confidently, for example explaining that they have been playing in the 'gooey, sticky mud'.

Good arrangements are in place to support children's physical development. Staff in the baby room have a good understanding of the physical capabilities of each child. Babies thoroughly enjoy exploring a good range of low level play equipment and crawl towards interesting toys. There is also a good amount of solid furniture for them to pull themselves up. All children play outdoors each day and are free to run, use ride-on toys and play ball games. There is also a room which the older children all use to engage in indoor physical play including climbing. Staff also plan specific experiences to promote children's physical skills. For example, a group of older children enjoy a game they have named 'What's the time Mr Dragon' following discussion and activities relating to the Chinese New Year. Children move with very good coordination as they stop, start, creep on tiptoes and stride like giants.

Children's understanding of the world is developing extremely well. Staff make good use of the garden to promote children's interest in the natural world. Children are fascinated by 'wiggly worms' found during an organised bug hunt and use magnifying glasses to see them clearly. Staff extend the activity well by encouraging children to discuss what they are doing and what they have found. They have laminated cards with pictures of different insects for children to mark off the creatures they have found.

One member of staff takes the lead for coordinating the care of children with special educational needs and/or disabilities and has attended training. She works effectively with parents, key persons and other agencies to identify and meet children's individual care and learning needs. The arrangements to support children who speak English as an additional language are effective following a recent focus on improving practice in this area. Staff work with parents to ensure that children's home languages are reflected in print throughout the nursery. They also offer resources and activities which allow children to hear languages other than English.

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

Effective key person arrangements help children to settle easily and ensure that their individual needs are monitored closely. There is evidence of strong bonds between children and their key person and these are especially effective and important in the baby room. Children's behaviour throughout the nursery is extremely good. They respond positively to the caring interaction of all staff and show very friendly behaviour towards

others. They learn the importance of turn taking, sharing and cooperation. Throughout the nursery laughter can be heard as children share jokes with their friends.

Children receive good opportunities to develop their independence both indoors and outdoors. This encourages them to begin to take some considered risks to gain an awareness of their own capabilities. For example, children are free to use a range of low level climbing equipment and staff are aware not to direct their play. This allows children to learn through exploration.

An impressive range of toys and equipment is available to children. Within each group room children are able to select items which promote all areas of their learning. Staff very competently resource all planned activities. For example, when playing 'What's the time Mr Dragon' they hold up laminated numerals in both English and Chinese. This illustrates their verbal instruction of how many steps the children should take. The recent redevelopment of the outdoor area has been very successful. In addition to physical play opportunities, the outdoor environment inspires children to forage, observe, listen and learn. There are clearly differentiated zones in each group room with spaces for children to take part in quiet activities as well as more strenuous play. In the toddler and pre-school rooms there are cosy book areas, carpeted areas for construction and other floor games and several sets of tables and chairs.

Children receive nutritious meals and snacks which are prepared on the premises. The cook has a thorough knowledge of each child's individual dietary requirements and takes great care to ensure that these are respected at all times. Food for children on restricted diets is served onto colour coded plates and clear labels ensure that staff know which plate is meant for which child. The remaining food is brought out in serving dishes for children to serve themselves. Therefore, while all children enjoy their meals and frequently ask for second helpings, those on restricted diets miss out on the social experience of serving themselves. Drinks are set out for children to reach at all times. The environment is hygienic and staff offer children good encouragement to learn how to keep themselves healthy. They are prompt to wipe noses and remind children to wash their hands after toileting and before eating.

Well-targeted work takes place in the pre-school room to prepare children for their move to school. Staff place a slightly increased focus on promoting children's writing, mathematics and communication. They also encourage them well to develop confidence and independence in their self-care.

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

The nursery has recently undergone a staffing restructure and the new arrangements are successfully creating a positive, caring and efficient environment for children. Staff meet regularly both in their group room and as a team as a whole. During their meetings they evaluate all aspects of the provision in order to identify areas for improvement. They fully understand their responsibility to promote children's learning and development. The recent

improvements to planning and assessment arrangements support them to do this well. There are several strategies in place to monitor the success of educational programmes. The manager and the organisation's area coordinator undertake observations to support staff in their professional development and ensure consistency. In addition, staff attend regular training courses. Action from the last inspection has been met and staff promote children's personal, social and emotional development well in all areas of the nursery, including the toddler and pre-school rooms.

Robust recruitment and vetting procedures help to ensure staff are suitably vetted and appropriately qualified. There are good systems in place to ensure their continued suitability. The manager and deputy have completed advanced child protection training and all staff fully understand their responsibility to safeguard children. There are appropriate procedures in place to respond to concerns about the welfare of any child or if an allegation is made against a member of staff. These form part of the staff induction process and are revisited regularly at staff meetings. The written policies are also available to parents. Children are well supervised at all times. Ongoing risk assessments and daily safety checks take place to identify and minimise hazards within the provision and on outings. Required documentation is in place and this includes complaints procedures and accident records and these are shared effectively with parents.

Staff recognise the importance of working in partnership with other early years providers where children attend more than one setting. This helps all professionals to offer coordinated care. Parents express high levels of satisfaction with the care their children receive. They receive a very friendly greeting when they arrive to deliver or collect their child. Children benefit from observing the positive interaction between the staff and their parents as this creates a reassuring link between their home lives and 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

Unique reference number	EY302116
Local authority	Kent
Inspection number	952788
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	85
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	04/03/2013
Telephone number	01732 369229

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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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