

# Choochoos Day Nursery

Choochoos Day Nursery, Crabble Road, Dover, Kent, CT17 0QD

## Inspection date

Previous inspection date

03/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 enthusiasm of the management team motivates the staff to develop practices that help children progress in their learning.
- There is good support for children's developing communication and language skills.
- The children develop positive relationships with the staff and other children.
- Children benefit from the available resources supporting their learning well and from having access to outdoor play for most of the day.

### It is not yet outstanding because

- There is a good range of resources and print displayed around the nursery, but this does not fully reflect all children's cultures and home languages.
- The staff do not routinely encourage children to make marks or practice their early writing during a range of different play situations.

## **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 observed activities in the two play rooms and the outside area.
- The inspector had discussions with the provider and manager of the nursery and completed two joint observations in the nursery with the manager.
- The inspector looked at some children's learning records.
- The inspector took account of the views of parents.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

## **Inspector**

Sue Taylor

## Full report

### Information about the setting

Choochoos Day Nursery Dover registered in 2013. It is one of three nurseries owned by the same private provider. The nursery occupies a single storey building in the River area of Dover, Kent. There are two group rooms, toilets, staff facilities and a kitchen. Children have use of an enclosed garden for outdoor play.

The nursery is registered on the Early Years Register. It is open each weekday from 8am to 6pm for 50 weeks of the year, apart from bank holidays. There are currently 36 children aged from birth on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 12 members of staff, all but one who hold early years qualifications. Currently, two of the staff team hold Early Years Teaching qualification and one has Qualified Teaching Status, one staff member has a National Vocational Qualification at level 4, five staff at level 3 and one at level 2. The nursery also employs a cook and an administrator. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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

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

- improve the use of children's home languages and culture across the environment and in their play, to promote diversity fully and help develop children's awareness of differences amongst people
- encourage children to use writing materials and tools to make marks and to practise early writing in a range of play activities.

### Inspection judgements

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

The staff know the children well as individuals and they promote children's learning and development effectively. Children's key staff make good use of the observations they make as children play to assess their stage of development. Staff track children's progress every three months to ensure progress occurs. This means that key staff are able to note any learning gaps to be narrowed with some focused planning. The key person identifies appropriate next steps for each of their key children and the planning reflects these. They share the next steps with parents and make activity suggestions so parents can support

their child's learning at home. Children's learning records are readily available to parents to look at, so they are aware of the progress their child is making. Parents speak very positively of the support they and their child receives. The recording systems in place mean that staff are able to produce informative progress checks for two-year-old children, providing parents with a copy. These reports include useful detail on children's personal, social, emotional and physical progress, as well as their communication and language development.

The staff are enthusiastic about activities and this engages the children, motivating them to join in. Children concentrate as staff read stories and this supports their learning as they learn to listen and pay attention. They also enjoy books that they look at themselves. There are varied writing and mark-making materials but staff are not always routinely encouraging the use of these in other activities, such as role play. This reduces positive opportunities for children to freely develop their pre-writing skills, throughout the play environment. Children enjoy outdoor play and the covered area means that children can go out in most weathers. Children are gaining the skills they need for going to school. They are confident and keen to interact with the staff. They are learning to play cooperatively with other children and gain independence skills, such as serving themselves at lunchtime.

Most staff support children's developing communication and language skills well. Some staff have had training in 'Every child a talker' programme that helps them use different techniques to support children. Experienced staff support children's developing communication and language skills well. They ask questions of children that need them to think of an answer, valuing their ideas and thoughts. When reading stories, for example, staff speak clearly emphasising the letter sounds. The staff in the baby room speak expressively to children and talk about what they are doing.

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

Each child has a named key person and in some cases a buddy key person to ensure there are a limited number of people who deal with their personal care. The key staff work alongside parents to get to know their key children well and ably support their care and learning needs. The home visits before children start are very beneficial as the key person can get to know the child and parent before their first day. Each child has a small box that parents can fill with familiar items or photographs that staff can use with children at the nursery. This helps children develop positive relationships with adults and settle well, getting to know other children quickly and form friendships. Useful detail is noted about the child's care needs and some information that relates to their current development level. This helps the key person have suitable plans in place from the start and helps support children's emotional well-being. Children demonstrate good levels of confidence and gain independence skills that will help them when they go to school. For example, they access the toilets when they need to or pour themselves a drink of water. They find their own coats and boots for outdoor play when they want. Children interact very positively with the staff and enjoy joining in with the planned activities. They learn to share and take turns. The staff manage children's behaviour well and show that they take

children's level of understanding and individual needs into account. Children learn to keep themselves safe, such as learning from the regular fire drill evacuations.

Children develop a positive awareness about the need for a healthy lifestyle. The nursery provides varied healthy snacks during the day, such as crumpets and fruit. Children benefit from the nutritious nursery cooked lunches and parents can contribute to menu ideas. Children enjoy serving themselves as it gives them some choice over their meal and develops good skills for the future. The cook organises some cooking activities, such as making pizzas and helps teach children about hygienic practices. Daily use of the outdoor play area means that children benefit from learning in the fresh air. Due to the current poor weather, much of the outside is not useable as extremely waterlogged but children and staff make good use of the decked area. As the spacious area has a cover, it means children can be outside in most weathers. There is a welcoming and children-centred indoor environment with good quality furniture and a broad range of resources. Children are able to make their own play choices as most resources are on tables, the floor or on low-level shelves. Staff gain detail from parents about children's backgrounds. However, the environment and resources do not fully reflect the home languages and cultural backgrounds of all children who attend, that would help other children understand and value differences.

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

The management team have a secure and confident awareness of the safeguarding and welfare requirements. The staff know about possible child protection issues and of the processes to follow should they have concerns. They complete safeguarding training and there are clear written procedures in place. The premises are secure and safe for children. The staff carry out daily safety checks to ensure the premises remain safe for the children to use. They minimise risks to children, such as using hinge guards, radiator covers and easy view door panels. The required documentation is in place, such as recording systems for accidents and attendance. There is a thorough recruitment process in place and appropriate checks are in place to help ensure staff suitability. The clearly presented induction process helps inform new staff of the nursery practices. There is effective ongoing support for staff with training, monthly supervision sessions and annual appraisals. The management regularly monitor staff practice and carry out observations. Staff are keen to learn and improve their knowledge base or qualification.

The management team and staff are meeting the learning and development requirements well, ably encouraging children's progress. Key persons observe and assess children's progress regularly. This enables them to easily note any gaps in a child's learning that they need to plan for. There is a management monitoring system that means they can compare groups of children or track a child's progress from their starting point to ensure progress is positive. The special needs coordinator provides support for staff and devises individual education plans for those children who need a little extra input.

Discussions and questionnaires help gain the views and ideas of parents. Each member of

staff carries out their own self-evaluation, which enables them to play an active role in improving outcomes for children. There are development plans in place, such as developing the outside area with more natural learning experiences. The management team are very enthusiastic about developing the nursery and this motivates the staff. There is a strong capacity to improve.

There are strong relationships with parents. Parents engage well with staff and they routinely share information about their children, so there is an effective two-way communication. There are established partnerships with others, such as social services and other early years setting where children also attend. This helps the staff meet children's individual needs well and fully support effective partnership working.

## 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>	EY468273
<b>Local authority</b>	Kent
<b>Inspection number</b>	935176
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Karla Margharita Tabony
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07929579310

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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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