

Kent Nurseries

United Reform Church, Meeting Street, RAMSGATE, Kent, CT11 9RT

Inspection date

Previous inspection date

10/03/2014

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 provider shows outstanding commitment to ensuring all staff, especially those newly appointed, are given highly effective and dedicated support, to ensure they are suitable and fully prepared for their role in the nursery.
- The adults show a strong commitment to promoting and appropriately managing all children's behaviour, supporting and meeting their individual needs.
- Staff deployment and their interaction with children is effective in ensuring children's individual learning needs are met.
- The self-evaluation process is far reaching and successful in identifying areas for improvement in the setting.

It is not yet outstanding because

- There are limited opportunities for older children to be able to experience quiet and reflective time.

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 toured the setting.
- The inspector observed childcare practices and sampled documentation.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector had discussion time with the provider.
- The inspector provided feedback to the provider and manager.

Inspector

Mary Vandeppeer

Full report

Information about the setting

Kent Nurseries registered in 2013. It operates from converted church premises in Ramsgate, Kent. The ground floor of the building is used by the children. There are offices and staff training facilities on the lower ground floor. There is a secure outdoor play area and children visit the local parks and go on walks. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 23 children in the early years age group on roll. It opens from 7am to 7pm from Monday to Friday and from 8am to 5pm on Saturdays, all year round. There are eight adults working with the children, most of whom hold relevant early years qualifications up to Early Years Professional Status. One member of staff is working towards a Level 2 qualification. The nursery provider also runs a selection of creches and may use creche staff to support the nursery.

What the setting needs to do to improve further

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

- consider enhancing the existing sensory area, to include a quiet place that promotes thought and reflection time for older children in the main play area.

Inspection judgements

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

The provider and her staff team work very effectively and efficiently together. This means, that from the start, children are given the care and experiences they need to enjoy their time at the setting. There is a wide range of stimulating and interesting resources and activities. These are adapted well to suit children's individual needs and stages of development. The indoor area provides a varied and exciting place for children to explore and learn. The children are able to enjoy and benefit from role-play opportunities and develop their creative side. For example, mask making, painting and printing. However, older children are not able to access a quieter, reflective area as easily as the younger ones can. The outdoor play area is age-appropriately planned and resourced, providing all the children with an accessible and developing environment outside.

The key persons at the nursery plan activities, using their thorough knowledge of the individual needs and interests of the children in their group. This means adults can provide activities that engage children in their learning. Observations regularly carried out, identify next steps in children's learning and staff use these to influence future planning. Staff record and monitor their observations to help ensure every child makes good individual progress in all areas of learning. Children's achievements are also recorded in their learning journey folders. This enables key persons to see children's steady progress. Staff

use photographs including some of children's own work, to support the written observations. Key persons ensure these folders are readily available to parents. Children also enjoy extra focussed activities, such as drama and dance, which is provided by outside organisations. This helps promote children's physical skills, confidence and self-esteem. Key person's comment that by expressing themselves through dancing is helping children's concentration as well as listening skills, as they learn to follow instructions.

The provider and key persons are skilled in their development of effective individual play plans for children with special educational needs and/or disabilities, to ensure they receive the right support. Adults show sensitivity and a good understanding in their interaction with all children. For example, they effectively encourage and promote children's speech and language skills. Children who have English as an additional language also benefit from this attention. This means children are making progress in their individual communication and language development. Adults strive to make all children's learning fun. For example, they provide good interaction to children during story time, allowing children to tell the story in their own way. Children are eager to learn and clearly enjoy discovering the wide range of play opportunities on offer. They show confidence in learning new skills and in their physical abilities and coordination, with adults providing them with different challenges. All adults are clear that they need to be good role models for the children in their care. The younger children are learning to take turns and respect others by engaging in activities that promote this. Adults provide continuous support for children and their involvement in play choices. They observe and question what the children are doing. Adults also make sure they provide creative resources and everyday items to stimulate children's imagination. Colourful wall displays help promote children's knowledge of shapes, letters and numbers. Children are also learning how important it is to listen and share.

Parents provide important information about their children's cultural and family background. Adults encourage children to talk about their home life and favourite things. This means children are helped to feel secure and have a sense of where they belong. They can make choices on how they spend their time in the nursery. The adults endeavour to ensure there is a balance of adult-led activities and child-initiated play, promoting their increasing independence. All children are encouraged to recognise their own name, such as with labelled coat pegs. Older children have opportunities to show their understanding of letters and words, by attempting to write their names. Younger children can practise their emerging mark making skills, as they use resources such as sand play and painting. Children are encouraged to talk about what they have seen and heard or experienced and ask questions. Children show they are learning to negotiate when they play together. For example, when they are outside and building structures with shaped toy bricks. This helps them to learn how to communicate effectively with others and gives them additional confidence in their speech and social skills. Children are developing well in all learning areas as they benefit from the stimulating daily indoor and outside play opportunities on offer. It is clear children really enjoy their time at the nursery, achieving and developing the skills they need for their future learning.

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

The provider is fully committed to ensuring staff and management contribute effectively and sensitively in the safeguarding and well-being of all children at the nursery. Adults display a good knowledge and understanding towards making sure the children feel valued and secure. This forms an important part of the relationships children have with those who care for them. Children are always well supervised by adults, who offer them good support in their care and play. This results in children being able to progress successfully and appropriately in their learning. The adults also provide good support for children with special educational needs and/or disabilities. They act promptly and efficiently on advice from parents and other specialists. There are established and effective processes in place, which mean all adults can adapt, improve and provide activities to meet children's varying needs. However, older children using the larger play area have limited opportunities to benefit from a quiet, neutral area and to experience reflective time. The provider and key persons also work very closely with parents and other carers. This results in reliable information sharing and helps support children's emotional development extremely well. Children show confidence in the adults, who respond appropriately to their individual needs. This is displayed at all times, especially for children with special needs. They have settled in very well and know the routine of the nursery. Adults give these situations their full and experienced attention, helping make any changes easier for children to deal with.

The nursery uses an outside company to provide children's meals. Children benefit from the healthy and nutritious food. They learn about healthy eating as they enjoy balanced meals and snacks of fruit, with water or milk to drink. There is an extremely thorough and very effective risk assessment system in place. Adults work hard to ensure children are cared for in a healthy, safe and secure environment. They also ensure children are able to learn how to keep themselves safe in an emergency, for example, as they regularly practise evacuating the building. Overall, children behave very well, developing their personal and social skills by playing and eating together in groups. Adults are always on hand to provide the required support and supervision that allows children freedom in their play. Staff encourage children to take on new challenges, promoting their confidence and self-esteem. This means children are well prepared for the next stage in their lives.

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

The provider ensures there are clear and effective arrangements in place, to implement the requirements of the Statutory framework for the Early Years Foundation Stage. All adults have undertaken safeguarding training. They display a secure understanding of the local Safeguarding Children Board procedures and know how to respond if they have concerns about a child in their care. An outstanding area of practice is evident in the recruitment, support and monitoring of new staff. A designated manager is employed and trained to ensure all staff are effectively and thoroughly checked and vetted as suitable to work and continue to work with children. Some of the adults employed are qualified to level 6 and above, with many at Level 3; others are working towards a qualification. The provider and deputies have also achieved level 5 in management skills. There is also an efficient and effective staff monitoring, supervision and appraisal system in place. This

enhances and promotes adult's knowledge on how to provide good facilities, support and experiences for all children and their families. Thorough risk assessments are carried out on a daily basis and any hazards found are made safe and the information recorded. The provider and her staff team display a good understanding of the ratio and space requirements. The numbers of children and adults in each play area is carefully monitored, ensuring they are always within the legal requirements.

The continuous and effective self-evaluation process is proving efficient in identifying the areas for improvement. There are reflective practices and evaluation systems in place throughout the nursery. Regular staff meetings and one-to-one supervision can identify and look at any queries raised. The provider also listens to the views of children, parents and carers, using these to change and improve the setting. The provider carries out regular observations in the nursery. This, alongside the monitoring of staff, enables any issues that may arise to be addressed. The management and key persons also track children's progress using their observations which are regularly carried out. This means they are able to keep a good check on children's achievements and development. If there are any concerns about individual children's progress, these can be swiftly identified and relevant steps taken and planning put in place.

There are information notice boards and interactive on line systems to promote the involvement of parents. They are actively encouraged to engage in their children's achievements and time spent at the nursery. Parents are able to keep up with their children's progress as they can see their children's observation and development folder whenever they wish, as well as talk with the key person almost daily. If there are queries about children's individual needs, parental consent is always obtained, if it is thought to be beneficial to consult with specialists or other professionals.

The provider ensures her staff team are able to access a varied programme of professional development. This enables them to continue meeting the differing needs of children attending. Parents show that they are aware of how the nursery operates and the routines followed. They state that their children really enjoy themselves at the nursery. Parents also say they are very happy with the setting and that the provider and staff are helpful and supportive. They clearly feel at ease as they bring and pick up their children. Parents' comments indicate that children benefit from a range of stimulating and enjoyable experiences, which are promoting their good progress, learning and development.

The provider is clearly very proud of her newly registered provision. She values the partnerships her setting is establishing with local agencies and professionals. For example, with the local authority early years team and health experts. They make good use of the support and information provided, to help promote children's well-being, welfare and ongoing development. All adults in the nursery are very aware of how important their role is in helping children prepare and look forward to their future.

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	EY467297
Local authority	Kent
Inspection number	933465
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	23
Name of provider	MJ Supplies (UK) Ltd T/A Kent Creches
Date of previous inspection	not applicable
Telephone number	01843 446 428

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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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