

Fleet Day Nursery

Lunedale Road, Dartford, Kent, DA2 6JX

Inspection date	11/03/2014
Previous inspection date	14/12/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The staff team's thorough understanding of children's individual needs enhances their care, learning and development exceptionally well, through a balance of child initiated and adult led activities.
- An extensive range of innovative, stimulating resources and activities are available in the indoor and outdoor environments. These are stored at low level enabling children to choose what they would like to play with which encourages independent choice and decision making skills.
- Children are cared for in an extremely safe and secure environment where highly effective risk assessments ensure their on going health and safety.
- Children form strong attachments with staff, showing high levels of confidence, curiosity and independence as they become totally absorbed in the extensive play experiences available.
- Children's vocabulary and communication skills are enhanced skilfully by staff during play activities and daily routines. Staff demonstrate an extensive knowledge of how language evolves and all staff are proficient in the use of sign language.

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 looked at children's learning journeys and assessment records and discussed how staff are using these to support children's individual learning and development.
- The inspector checked a few key pieces of documentation such as child records, attendance records, planning documents and accident and medication records.
- The inspector spoke to members of the staff team throughout the inspection.
- The inspector discussed the setting's self-evaluation systems to ascertain how they are evaluating the provision to enhance outcomes for children.
- The inspector took into account the views of parents.

Inspector

ISP Inspection

Full report

Information about the setting

Fleet Day Nursery is privately owned and opened in 1991. The nursery operates from a classroom in Fleet Down Primary School in Dartford. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register

The nursery offers full day care and is open each weekday from 8am until 6pm throughout the year. There are currently 80 children on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is funded to provide free early education to children aged three and four years. There are 14 staff who work with the children, all but one hold relevant early years qualifications, including two staff holding level 4 qualifications. A number of the staff team are completing further courses such as level 3 and level 5 courses. The nursery is a member of the Pre-School Learning Alliance and receives support from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- give children more opportunities to be independent, such as at mealtimes, by consistently enabling them to become more involved in the preparation and serving of snacks and meals.

Inspection judgements

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

Staff demonstrate an extremely secure knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Highly effective procedures are in operation to ensure that staff can meet the individual needs of children in all areas of learning, which provides them with a solid foundation for their future learning. Children have access to an extensive selection of activities and resources which effectively encompasses the indoor and outdoor learning environments. Children's learning is supported and extended by the experienced staff team for example, through discussions and open ended questioning. These challenge and stimulate children's individual learning extremely well and support them to progress to the next stage. The nursery environment has been extremely thoughtfully set out into different sections and as a result all areas of the indoor and outdoor environments are enjoyed extensively by the children. Resources are stored at low level enabling children to select independently which enhances their decision making skills. Children benefit from a highly effective balance of child initiated and adult led learning opportunities. For example, although there are a few adult led times during the children's day such as circle and story

times, children choose where and what they want to play with throughout the day.

The staff team demonstrate an excellent understanding of how young children learn through play and use their individualised observations to plan effectively for each child's next stage of learning. A national guidance document is used by staff in their practice to competently assess children's progress and to help them identify the next steps in their learning. Initial activities are planned using this baseline assessment and from information obtained from parents on 'All about me' forms. This enables staff to understand what children enjoy and their current capabilities. From the start of a child's placement parents are highly involved in their children's learning, and this shared partnership between the nursery and parents enhances children's development exceptionally well. For example, parents and staff work together to support children's behaviour. They follow consistent strategies to promote appropriate behaviour and encourage social skills. Parents are extremely complimentary on how the ongoing support from staff has encouraged and supported their children's progress in this area. The regular and extensive evaluation of children's progress ensures that children's learning is promoted at a level individual to their age and stage of development. Any additional learning needs are identified quickly and support is put in place to ensure the child's individual needs are met.

Staff very positively support and enhance children's personal, emotional and social development. Consequently, children demonstrate very good levels of self-esteem and confidence. Children receive ongoing praise and encouragement as they attempt new tasks or achieve a new milestone. Their language and communication is skilfully extended by staff as they introduce extensive new vocabulary. For example, when children groom and care for the nursery animals, staff discuss the different food they eat and the equipment needed to look after them. Children enjoy listening to stories and singing songs and rhymes and enthusiastically join in with staff. For example, they sing 'Jack be nimble, Jack be quick' and jump over an object that represents a candlestick. Many of the children adeptly jump over this object joining in with the song confidently, while a few seek reassurance and support from staff to join in. Children's early writing and mark making skills are extensively supported in the indoor and outdoor areas. An immense range of items to make marks with are available including chunky and slim crayons and chinks, pencils and paints. Staff show an excellent awareness of how to encourage all children's mark making and the different ways in which boys and girls develop in this area. For example, they provide activities at easels and at tables as well as large outdoor easels where big pieces of card allow children to make large sweeping movements as they paint or chalk. There are numerous examples of print around the setting to show children print in meaningful situations, such as word labels on toy boxes, name cards and displays with lower case lettering.

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

A highly effective, well-established key person system helps children form strong emotional attachments with staff. Children benefit from the extremely close, nurturing relationships that they have formed with their key person and the staff team. This enables them to feel safe and content as they settle into the nursery environment. The caring staff

team demonstrate an outstanding passion and enthusiasm for providing high quality care and innovative, enjoyable learning experiences.

Safety is given an extremely high priority by the staff team. A comprehensive risk assessment system is in place to ensure that children are cared for in a safe environment. The indoor and outdoor areas are thoroughly risk assessed every day to ensure children's ongoing safety and well-being. Activities are assessed and staff look at any potential risks and how to minimise them. Children learn how to keep themselves safe with the exceptional support from staff team. They behave exceptionally well, learning the expectations regarding behaviour through the gentle reminders from staff. Children are supported to develop key skills such as sharing and turn taking. For example, when there is a disagreement over a scooter a member of staff reinforces the importance of sharing.

Stringent hygiene routines in place to protect children from cross infection. Children are supported to manage their own hygiene and personal needs with encouragement and support from staff. For example, children are observed being encouraged to count up to ten while washing their hands prior to snack time to ensure that all the germs are washed away. The setting supports children to develop an understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. Children enjoy a healthy, well-balanced selection of meals and snacks and these are in line with individual dietary requirements. They enjoy making their own fruit kebabs from a selection of watermelon, apples, melon and banana. This activity extends children's language skills as they have choices over what they would like to eat and learn the names of the different fruits. However children's independent skills are not fully promoted at meal times as they do not have opportunities to pour their own drinks or serve their own lunches. The outdoor area provides an extensive variety of innovative play experiences which exceptionally incorporate all areas of learning. A broad selection of physical activities promotes children's large motor skills such as the scooters, tricycles, sit and ride toys and large tyres. Children also enjoy growing vegetables and herbs, learning about how to care for these and what they need to survive. These activities promote children's understanding of where food is from and the process of growing and eating their own food, enhancing their understanding of the world.

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

This inspection was brought forward to check that the setting continues to meet the requirements of the Early Years Foundation Stage. In the summer of 2013 Ofsted received notification of an accident that resulted in a serious injury to a child. However although the provider met their legal duty to notify Ofsted of such an incident, they failed to do so within the required 14 day timescale. As a result Ofsted issued the provider with an initial warning letter. This inspection found that there was no impact on children's well-being as a result of the nursery informing Ofsted outside of the required timescales. Following the incident the nursery implemented its agreed procedure to review the incident and risk assessment. Additional safety precautions are now taken to ensure children's safety when they are preparing to move between the indoor and outdoor play spaces. They now have

a member of staff with specific responsibility for risk assessments and to ensure that the correct procedures are followed in the event of a child requiring medical treatment following an accident. The nursery implements comprehensive systems to ensure children's safeguarding needs are met. For example, the majority of the staff team hold a current first aid certificate and a record of all visitors to the setting is in place. All staff demonstrate a thorough awareness and understanding about the procedures to follow should they have any child protection concerns. Extensive safeguarding policies and procedures are in place and these are shared with parents to ensure that they are aware of the nursery's responsibilities regarding child protection. For example, signs remind parents not to allow any unknown person access into or to use their mobile phones in the nursery. A range of comprehensive policies and procedures are in place to underpin their excellent practice to ensure that children are safe and secure within the setting. These are reviewed regularly to ensure that they continue to meet the statutory requirements and children's needs. Robust recruitment and vetting procedures are in place to check the initial and ongoing suitability of all staff employed at the setting. This ensures children's welfare and well-being is effectively safeguarded.

The staff team demonstrates a very positive attitude towards the ongoing development of the nursery and work extremely closely to continually enhance the setting. This is reflected in their self-evaluation records and their extensive planning documentation. There is a shared ethos and commitment to provide high quality childcare. For example, staff continually review and assess the nursery, introducing new initiatives to enhance children's learning and well-being further. Effective supervision and appraisal systems encourage staff to continue to enhance their professional development by accessing additional training opportunities. Staff are passionate about their work and demonstrate an inspirational approach towards their role with the children. They actively seek training that will support the individual needs of the children attending the setting such as supporting children with English as an additional language and ensuring all children fully utilise the activities available. The nursery uses self-evaluation extremely effectively, including seeking the views of parents and carers. The whole staff team are dedicated to enriching the learning experiences of the children attending. The management team have created additional responsibilities for staff in areas that they have shown an interest in. These new roles have been positively embraced by staff and their dedication and innovations have really enhanced the nursery. There are a number of areas worthy of dissemination to other providers such as the inspiring outdoor area and the exciting, interactive living things area. Staff with an additional role regularly reflect on how new ideas and experiences are enhancing children's care, learning and development.

Highly effective partnerships with parents and partnerships with other agencies have a significant impact on children's well-being. Comprehensive 'All about me' forms are used to record children's care needs, daily routines, current stage of development and interests. Information from these extensive forms and discussions with parents during the valuable settling in sessions enable staff to be fully aware of all aspects of children's individual needs. This information and initial observations made by a child's key person support a child's initial sessions within the nursery. Planning is extensive and enables staff to nurture and encourage each child's individual learning requirements. Comments from parents during the inspection are highly complementary and really highlight the value parents place on the setting. These include 'it's more than I could have dreamt of' and 'the staff

team are excellent and have really enhanced my child's progress'. There are extensive arrangements for multi-agency work to ensure children's individual needs are comprehensively met. For example, the setting works closely with health visitors, specialist nurses and speech and language therapists to support children's individual needs. Valuable links have been made with schools that children will be moving onto and this supports the next step in children's learning for both the children and their families. The nursery also visits schools with children and makes individual books with each child that includes photos of their new setting. The role play area is set up as a school with a range of school uniform for children to dress up in and a variety of stories on starting school are incorporated into story time. These activities and key skills such as turn taking and independence fully support children's transfer onto school.

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	127192
Local authority	Kent
Inspection number	935066
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	80
Name of provider	Lise Ann Sampson
Date of previous inspection	14/12/2011
Telephone number	01322 288232

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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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