

Pennies at Newnham Court

Newnham Court Shopping Village, Bearsted Road, Weaving, Maidstone, Kent, ME14 5LH

Inspection date	25/02/2014
Previous inspection date	26/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 leadership and management team is exceptionally well motivated and along with skilled staff implement rigorous monitoring systems and self-reflective practice to promote continuous improvement.
- Children are confident, settled individuals because staff use the key person approach extremely well to ensure children feel safe and secure.
- Children play in a welcoming environment, with easy access to a good variety of resources, both indoors and outdoors, to address the seven areas of learning.
- Partnerships with outside agencies and the parents are excellent and promote children's well-being extremely well.

It is not yet outstanding because

- Staff are not always flexible when following daily routines to ensure that children do not have to stop their play or wait to partake in whole group activities. For example, at times children wait for long periods of time together to use the toilet, change their coats and shoes in preparation for lunchtime.
- The organisation of the book and role play areas does not currently engage children's attention, to encourage them to use independently on a regular basis.

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 spent the majority of the time observing the interaction between the staff and the children in each of the rooms.
- Parent's views were obtained on the day of the inspection through discussion with six parents and through completed questionnaires.
- Documentation was reviewed and evaluated, including the complaints log and the safeguarding documentation and procedures.
- A meeting was held with the management to discuss the recruitment process and systems for monitoring and self-evaluating the nursery.
- Joint observations were held with the managers.

Inspector

Jane Wakelen

Full report

Information about the setting

Pennies at Newnham Court is one of two nurseries owned and operated by the same private provider. It opened in 2005 and is based near Maidstone, Kent. It comprises of a day nursery and out of school provision, consisting of a before and after school club and holiday play scheme. The nursery operates from a two storey purpose built premises with seven group rooms, most of which can be opened out to allow children of similar ages to mix. There is also a room set aside for use by the children who attend the out of school provision. All children have access to fully enclosed outdoor play areas. The nursery and out of school provision are open each week day from 7.30am to 6.30pm all year round.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 210 children on roll, all of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four.

In addition to the two joint heads of nursery, there are 50 members of staff who work with the children; of whom 44 hold recognised early years qualifications. Five of these hold the Early Years Professional Status. There are also a number of office and catering staff based at the nursery, all of whom are fully vetted.

What the setting needs to do to improve further

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

- encourage children to engage and make more independent choices in their play, for example by further developing the book and role play areas
- review the routine of the day to ensure time is used effectively and children are not waiting for long periods of time for meals or to access outside play.

Inspection judgements

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

Children make good progress in their learning and development because of the highly skilled staff. Children benefit from a good range of adult-led and child-initiated activities. These are planned according to children's individual interests or learning needs. Consequently, children engage well and develop good concentration. Each key person carries out regular observations of their key children and records these in their 'learning

journals'. They link these to the ages and stages within the guidance material and devise children's next steps in their learning. These then inform the future planning. Parents are fully involved in this process, through helping to complete the 'Unique child' form on a regular basis and sharing their children's development at home with the nursery.

Staff have a good understanding about the importance of promoting children's personal, social and emotional development. As a result, children are settled and confident individuals who can make choices of activities. Each room plans activities suitable for the age and stage of the children attending. Young babies are encouraged to explore their environment as staff move the non-mobile children around to experience different activities. They explore the resources using their senses through use of the treasure baskets and messy play. Play dough is a popular choice for the toddlers who manipulate the dough developing fine physical skills. They begin to use tools to cut and roll the dough demonstrating good hand and eye coordination. Older children extend these physical skills using scissors with control as they cut out pictures from magazines with care.

Large physical play is valued by all the staff who understand the benefits of fresh air and exercise to support children's learning. Consequently, outdoor play is planned into the daily routine for all children. However, due to the accessibility of this area, and the routine implemented, this often results in children waiting for long periods of time and missing valuable learning time. For example, as children all wait together to use the toilet, change their coats and shoes in preparation for going out they have a long wait until everyone is ready. All children experience outdoor play. Non-mobile children go out in buggies and older children put on wellingtons and enjoying playing in the large sand pit or splashing in the muddy puddles. Indoors children have space to move around, playing in the water tray, lying on the floor to use the small world toys or joining in group action and rhyme sessions. Young babies have tummy time and baby seats to allow them to experience different positions and learn how to move their bodies as they develop their coordination.

Books are used regularly by the staff to read to the children in all the different age groups. Staff select books that are suitable for the ages of the children, often introducing story aids and props to enhance the story and children's understanding. For example, toddlers use cardboard tubes to be telescopes to take part in their story. Older children are encouraged to join in with the story and recite the repeated sentences throughout the book. Each room has a book area, but these are not always organised in a way that engages or stimulates the children to use them. For example they are not made cosy to encourage children to settle with a book. Consequently children do not use these areas as effectively or independently as other areas in the room. Writing skills and mark making are encouraged throughout the nursery. For example, younger children use their fingers to explore the paint and sand making marks and pre-school children are using pencils and beginning to form some recognisable letters.

Staff talk to the children, building good relationships with them and helping to develop children's understanding. Staff generally ask open-ended questions, as they join in with children's games and activities. Children reply and ask questions in return, supporting their communication skills and extending their knowledge. Staff talk about the different animals children can see in the photographs and offer new vocabulary such as 'trunk', 'fins' and 'mane'. However, management have identified that staff do not always maximise all

opportunities for communication, for example during routine daily activities. This area has been identified through their monitoring and is highlighted in the development plan. Staff have been introduced to the 'Every child a talker' (ECAT) programme. Consequently, staff generally promote children's communication and language skills well but are targeting this as an area to enhance further.

Staff use good practical opportunities to help develop children's mathematical skills. For example the pre-school children are selected to help lay the table and count how many children at their table. They then have to count out the knives and forks to the correct number. Mathematical language is introduced through play. For example, staff talk to children about the 'small' mouse and the 'large' elephant. Other children learn to group objects by colour into different groups. Children see some numbers in their environment in posters or through resources such as books and jigsaws. Staff sit with children with the bricks and count how many bricks in the tower, helping children understand the concept of number.

Staff have attended training on developing communication 'friendly' spaces. They have used this training to adapt the learning environment for children in all rooms. However, this has resulted in some role play areas lacking a stimulating space for children to fully extend their learning. As a result, children's imagination and creativity is not fully explored. Messy play is introduced in all rooms enabling children to experience different mediums such as paint, glue, glitter, collage and gloop. Children have access to musical instruments in all rooms and enjoy singing familiar rhymes from memory and acting out the actions.

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

Children are extremely confident, settled individuals who have formed positive relationships with their key person. The key person system is well established and provides a committed approach to ensuring that each child is valued and their individual needs met. This is promoted through the effective partnership working with the parents and the thorough means of sharing information. Children behave extremely well and understand the rules of the setting. Staff provide gentle guidance alongside lots of praise and encouragement to try new activities. The good range of activities and variety of play, both indoors and outdoors enhances children's concentration levels and engagement. Those children with English as an additional language and those with special educational needs are fully supported and integrated within the nursery. Individual educational plans are devised with the support from the parents and outside professionals to fully provide a tailored programme of support for these children.

Staff promote a healthy lifestyle for children. Children experience outdoor play daily in most weathers because staff ensure children are dressed appropriately. Children benefit from the fresh air and exercise supporting children's appetite and health. A balanced diet is specially prepared on the premises with children's dietary requirements and individual needs taken into account. Therefore, children are well protected if they have a specific dietary need. Children have a good range of healthy snacks such as fresh fruit and some form of carbohydrate. Children show good independent skills as they butter their tea cake

or toast and pour their drinks at snack time. They access drinking water at all times throughout the day, enabling them to have a drink when they choose. Children follow good hygiene routines, such as washing their hands before they eat and are able to say why this is important. Staff provide good role models by implementing effective hygiene routines for nappy changing and ensuring children have clean surfaces from which to eat their lunch or snack. Consequently, children are protected against cross infection.

Children play in a safe environment where staff have carried out thorough risk assessments and have put measure in place to keep children safe. Excellent security systems are in place, such as key fobs and key pad codes on all internal doors preventing unwanted visitors being able to access the children. Staff record children's attendance and older children self register with parents being able to deliver children direct to their rooms. This provides a secure arrival and collection procedure in addition to allowing staff and parents time to talk. Staff support children's understanding about keeping safe. For example, pre-school children are reminded about holding onto the hand rail as they walk down the stairs. Toddlers are reminded about taking care on the play equipment outside and learn about spatial awareness when running.

Children play with a good range of resources that are easily accessible from around the rooms in low level storage. Many of the storage containers contain pictorial labels, helping children make informed choices. Toys are in good condition and staff supplement the resources with additional recyclable materials. For example, they add boxes and make clear bottles filled with different fillings for the younger children to explore and experiment with. Young children have access to 'treasure baskets' for exploration whilst older children use natural materials outside to gain an understanding of the natural world. For example they have the opportunity to plant seeds and grow vegetables, following the plants lifecycle, culminating in the opportunity to eat the vegetables.

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

The leadership and management team within the nursery is exceptionally strong and motivated to drive continuous improvement. The two managers and deputy are skilled as early years staff and are fully committed to driving improvement across the nursery through continuous monitoring and self-evaluation. They involve the whole staff team in reflective practice, encouraging each team of staff in the different rooms to take ownership of their provision. Regular staff meetings, self-evaluation and attendance at training courses drives continuous improvement which in turn promotes outcomes for children.

The majority of staff hold an early years qualification and use their knowledge and experience to provide exciting, stimulating opportunities for the children attending. A robust recruitment programme is in place to ensure that all new staff have a full induction and are given a probationary period. All the necessary checks are undertaken to ensure the suitability of the staff. This process is fully supported by regular supervisions and an annual appraisal system, alongside the renewal of the Disclosure and Barring Service

(DBS) check every three years.

Safeguarding is given high priority throughout the nursery with all staff attending and receiving regular training to ensure their knowledge is current and up to date. An effective, well written policy is in place and supported by policies regarding the use of mobile phones, cameras and social networking sites. All the appropriate documentation is in place, with the policies made accessible to parents and the staff. All staff have a good understanding of the procedures to follow if they have any concerns regarding children in their care, including recording existing injuries. The management team implement the policy exceptionally well and follow the guidance from the local authority about the process of contacting certain agencies if the staff team have any concerns. Consequently, children are well protected and their well-being promoted within the nursery.

The partnership with the parents is excellent. Parents feel exceptionally well informed about their children's progress and feel their children are flourishing in the care of the nursery staff. Parents are given daily information verbally and through written contact sheets and books informing them of their child's achievements and daily routine. Parents evenings are held twice a year and a parents forum is established to provide the parents with a voice to contribute to the decision making process. Regular questionnaires and a suggestion box offer alternative ways for parents to share ideas and suggestions. Good partnership working is continued with other providers who share the care of the children and outside agencies that provide additional care for the children under specialist agencies. As a result children's needs are identified, supported and enhanced with the good measures in place for sharing information

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	EY284697
Local authority	Kent
Inspection number	952570
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	131
Number of children on roll	210
Name of provider	Pennies Day Nursery Ltd
Date of previous inspection	26/01/2011
Telephone number	01622 737733

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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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