

Tots 2 Teens Nursery

Lydden CP School, Stonehall, Lydden, Dover, Kent, CT15 7LA

Inspection date

07/04/2014

Previous inspection date

30/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- There is a bright and welcoming atmosphere, characterised by busy, happy children, who are eager to come in to nursery and play.
- The staff at the nursery work well as a team to support each child and have developed positive relationships with the children and their families, offering a friendly and caring environment.
- The key person approach is well developed, with procedures in place to support new children starting at the nursery as well as those moving on to school.
- The management team have a clear understanding of their responsibilities and have effective systems to monitor their implementation to meet children's needs and the statutory requirements.

It is not yet outstanding because

- Opportunities for all children to explore a range of natural materials to extend their learning and knowledge of the world are not always available.
- Opportunities to fully engage parents in their children's learning are not always effective.

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 sampled documentation including policies and procedures relating to safeguarding and risk assessments.
- The inspector talked to the manager about the changes made at the nursery and action plans in place to continue to drive forward improvement.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with parents.
- The inspector observed children's play and staff's interactions with children in the main room, baby room and playground.

Inspector
Sara Garrity

Full report

Information about the setting

Tots 2 Teens Nursery registered in 1974. It operates from a self-contained building in the grounds of Lydden County Primary School in the village of Lydden, near Dover, in Kent. They are a voluntary nursery managed by a committee of parents. The nursery has sole use of an enclosed outdoor play area. They also have shared access to the school playground and field. The nursery serves the local and wider community. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 8 am to 6 pm all year round. There are currently 40 children aged from birth to under five years on roll. The nursery is in receipt of funding for the provision of free early education for two-, three-, and four-year-olds. The nursery supports children who have special educational needs and/or disabilities. The nursery employs 13 members of staff. Of these, two hold qualified teacher status and eight hold appropriate early years qualifications at National Vocational Qualification level 2, 3 or 4. The nursery is a member of the Pre-School Learning Alliance and 4 Children. They also receive support from the local authority's setting improvement partner and local children's centre.

What the setting needs to do to improve further

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

- enhance children's learning about the world around them, for example by providing a variety of natural resources for them to explore
- further strengthen partnerships with parents, for example by gathering and recording their comments and views on a regular basis.

Inspection judgements

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

Staff demonstrate a good understanding of the Early Years Foundation Stage framework. They provide a variety of interesting and challenging experiences for the children to extend their learning and development. All staff interact well with the children and the quality of their teaching is good. They ask appropriate questions, encouraging the children to predict what will happen and to try new experiences as well as praising their contribution. Staff make effective use of displays around the room to support children to recognise letters when attempting to write their own names. Staff broaden the children's experiences by offering them opportunities to learn new vocabulary in context. For

example looking at in front and behind when using building blocks, as well as exploring mathematical concepts through comparing shapes and height. Consequently, children have good opportunities to improve their mathematical and language skills.

The staff regularly observe the children and accurately assess their learning. They keep clear records of each child's progress, which means they have a good understanding of the children's individual abilities in all areas of learning and development. The nursery has recently adopted a new planning system to ensure that the planning is based on children's emerging interests and next stage of development. Each child has a key person who is responsible for collating and reviewing the observations of children's learning as well as monitoring their progress. Staff compile interesting and informative learning journeys, which are regularly shared with parents so they are involved in their children's learning and development.

Children come in to the nursery happy and eager to talk with friends and explore the stimulating and engaging environment. Staff support babies to learn about different textures, as they explore coloured mashed potatoes as well as corn flour and water. There is a good selection of toys and resources for all children to choose from. However, they have less opportunity to investigate natural materials and objects within the nursery to support their understanding of the world around them. Staff support the children's communication and language skills using sign language as well as picture cards, which provide a visual reminder to the children of the daily routines.

All equipment and resources are accessible to the children during the session and they make independent choices. For example, there is an inviting book area with a good range of accessible books with positive images of children from different backgrounds. Staff assist children to use the puppet theatre, as they develop their imaginations, bringing stories to life. Staff promote children's communication and listening skills through good teaching, encouraging regular conversations throughout the children's time at the nursery. Children interact well with each other as staff support their understanding of turn taking and sharing resources, in particular when using the computer.

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

All children benefit from being looked after by a warm, caring and dedicated team of staff. The well-established key person approach works effectively to provide children with a familiar person and buddy if a member of staff is not present. The key people know their children very well and are able to clearly identify the strengths and areas to develop for each of their children so they make good progress towards the early learning goals. Children's well-being is cared for through the effective provision for their personal, social and emotional development. Children settle quickly and demonstrate a feeling of security as they approach their key person for a cuddle or support. Children who are receiving support from specialist services enjoy being with friends; they show confidence in staff who successfully enhance their experiences and enable them to progress. There are good links with other agencies who are also welcomed into the nursery to provide help and advice so that no child is disadvantaged. Staff encourage the children to talk about their

feelings; they take time to listen and record the children's thoughts about the activities they like to do while in nursery. Children demonstrate good behaviour as they help friends and staff.

All children are developing their independence. They take themselves to the toilet and staff work with parents to support those children who are beginning to learn to use the potty or toilet. Staff make effective use of sticker charts to reward positive behaviour and children are excited to add a sticker after remembering to use the toilet. Children talk to staff about washing hands to get rid of the germs. Staff teach and support children to follow good hygiene routines, from washing hands to using tissues for their noses. Consequently all children are beginning to manage their own basic hygiene and personal needs. This is fully promoted by staff who use good procedures for nappy changing and regularly check on sleeping babies to safeguard their welfare.

At snack time staff encourage the children cut up their own fruit and talk about healthy choices. Drinking water is accessible throughout the day and children's independence is supported as staff provide children with a jug and cups to pour their own drinks. Lunchtime is a social event where staff sit with the children. Parents are asked to provide a healthy lunch for their children and information on which foods to include can be found on the parent notice board. Staff provide the children with plates to place their lunch on and utilise opportunities to talk about healthy eating and the different foods they all have to support children's good health.

Children have daily opportunities to access the outside environment. Staff provide the children with waterproof outdoor suits so that they can go out in all weather. The children particularly enjoy playing in the rain as they chatter excitedly while splashing in puddles. Staff offer a variety of experiences for the children to become active learners, for example as they investigate what happens when they pour the powder paint into the puddles and mix it in by jumping and splashing. Staff are vigilant at all times to ensure children's safety, and have appropriate measures in place to minimise risks and identify hazards. All children benefit from the high ratio of attentive staff who support their well-being and constantly participate in their play, remaining close by to help them if needed. Children are absorbed in their freely chosen play as well as enjoying the adult-led activities. The children's enjoyment of learning and the staff's good teaching practices prepare the children well to move on to school. Partnerships with parents are strong. However, staff do not always seek parents' comments on their child's learning and development to support consistency and continuity in each child's care and education. Staff complete progress checks for two-year-old children as well as providing parents with updates on their child's stage of development for when they go through to school.

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

The management and staff at the nursery demonstrate a strong commitment to improving practice and the outcomes for children. All actions and recommendations raised at the last inspection have been addressed, resulting in a clean, safe and welcoming environment.

The management have introduced effective monitoring systems to ensure all staff are working to the same high standards expected at the nursery. The manager has detailed action plans in place and demonstrates a strong drive for improvement. They are aware of the strengths and areas for progression in the nursery to improve outcomes for children further.

Robust systems are in place for the recruitment and vetting of suitable staff to work with the children. Comprehensive induction procedures are in place for new staff so they understand their roles and responsibilities to protect children. Most staff have undertaken paediatric first aid training to enable them to treat minor accidents children may have to support their welfare effectively. Staff are aware of the safeguarding procedures they need to follow to keep children safe at all times. Good procedures are in place regarding documentation and the use of photographs, mobile phones, cameras and social networking sites to maintain confidentiality and safeguard children. The manager has also undertaken designated safeguarding person training and understands their responsibilities in meeting the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage. Management carry out regular supervision and annual appraisals for all staff to identify any training needs and enable on-going professional development for all to raise standards and the quality of the provision. Staff carry out thorough daily risk assessments to identify and minimise any potential hazards to protect children's welfare. A cleaning schedule is used to ensure all staff are aware of their duties in keeping the nursery clean and fit for purpose.

All required documentation is appropriately completed, and available for inspection. Fire drills are regularly practised and reviewed to ensure the quick evacuation of the building to keep children and adults safe. The system for monitoring children's progress is good. Staff liaise with parents to ascertain children's individual care routines and identify the children's capabilities and starting points for learning. The deputy manager has achieved accredited special educational needs coordinator status. She effectively supports the children with additional needs in the nursery to promote inclusion and help them make progress. The management have forged strong links with other agencies as well as many of the local schools to establish the support needed for all children and their families to meet their specific needs.

Parents spoken to praise the way in which staff support their child to settle into the nursery, commenting on how the staff are always available to talk to if they need them. Parents are encouraged to join the management committee. They also have the opportunity to make comments and suggestions about how the nursery can improve its practice through completing questionnaires. Families have opportunities to take part in social events organised by the staff; for example the recent Easter egg hunt was well supported by the community.

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	127723
Local authority	Kent
Inspection number	965682
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	40
Name of provider	Tots 2 Teens Nursery Committee
Date of previous inspection	30/10/2013
Telephone number	01304 826511

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

