

Growing Together Childcare Centre

Newington Childrens Centre, Princess Margaret Avenue, RAMSGATE, Kent, CT12 6HX

Inspection date	03/04/2014
Previous inspection date	15/01/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 provider and staff share a clear strong ethos which runs through everything they do, centred on the needs of children.
- Excellent teaching skills, planning and assessment methods mean that children's learning and development is rapidly progressed.
- Children benefit from an exemplary learning environment which maximises their independence, so all children are independent, active learners.
- All staff are highly skilled in reflective practice, which means that all aspects of the provision are continuously enhanced for the benefit of children.
- Children benefit from excellent support for their behaviour management which helps them to be skilled at self-management.

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 observed children at play indoors and outside.
- The inspector and manager carried out a joint observation.
- The inspector spoke with parents to gather their views.
- The inspector sampled a range of documentation.

Inspector

Susan McCourt

Full report

Information about the setting

Growing Together Childcare Centre at Newington Children's Centre opened in 2008 and is one of four settings owned and operated by Thanet Early Years Project Ltd. It operates from two rooms in a Children's Centre. It is situated in Newington in Ramsgate, Kent. There are currently 76 children on roll, all of whom are in the early years age range. The provider is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 3.30pm term time only. All children share access to secure, enclosed outdoor play areas. Children attend from the local and surrounding areas. The nursery currently employs eight staff, all of whom hold appropriate early years qualifications, and one has Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the partnership with parents to provide a consistent high quality handover for all parents.

Inspection judgements

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

Staff have an excellent understanding of how to meet the learning and development requirements. They provide a broad and balanced curriculum of highly engaging and interesting activities which cover all areas of learning. Staff have a great regard for children's independence and child-initiated play is of a consistently high quality. Adult-led activities providing specifically tailored teaching for each child who participates. As a result, children make rapid progress from their starting points, given their capabilities.

Staff are excellent teachers. They pay close attention to all children's development in the prime areas. Staff continuously talk with children, ask open questions and give children every opportunity to think and respond. Children pick up a wide vocabulary because they hear new words frequently in context, and know that staff value what they say. As a result, children are confident talkers, sharing their ideas and thoughts as they play. Children become very absorbed in play, blending colours together in hand painting, for example. Staff skilfully draw children's attention to the subtle streaks of colour and shape that the children have created, increasing children's fascination with the effect they have made. This means that children are very interested and curious about the world around them, giving them an early love of learning. Staff consolidate and build on children's previous learning in highly effective ways. In an adult-led activity, staff remind children of how they made different mixtures of cornflour and dough, so that children remember the

range of textures they created. Staff introduce new substances, such as vinegar and bicarbonate of soda, giving children time to use all their senses to examine them. Staff ask children to predict what might happen when they are mixed, before asking children to combine the ingredients. In this way, children explore, consider, predict and examine as they play, meaning that they have exemplary opportunities to learn how to think and understand the world. As the children are taking part in this activity, staff tailor each interaction with a child to suit their current learning targets. For example, one child is supported to take turns, one to write down a tally of children's predictions, and another to decide if they will need more or less next time. This level of expertise means that children rapidly achieve their personal learning goals while engaged in highly purposeful, enjoyable play.

Staff meet with parents before children start at the nursery to establish children's interests and starting points in order to plan engaging activities from the outset. Initial observations are noted in terms of possible lines of development, so that each observation has an immediate plan to take learning further. The cycle continues throughout the child's week and results in highly individual learning. Staff focus closely on children's next steps, and write termly summaries of the child's achievements in all areas of learning. These are then tracked against published guidance on expected levels of development. In this way, staff can quickly identify and address any individual achievement gaps. The learning story books are available to parents at any time, and parents take them home at the end of each half term. Parents frequently add achievements that children are making at home, which builds a highly effective partnership in supporting children's learning.

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

Staff are very effective key persons for children. Their strong focus on the prime areas of learning mean that staff pay great attention to children's emotional well-being. As a result, children are extremely confident to separate from their parents and have very strong attachments to staff. Children receive excellent support to identify and talk about their feelings and express themselves, which helps them to gain extremely mature emotional skills. Children clearly have a very strong sense of belonging in the nursery, and staff know their individual needs very well. This helps them to anticipate how children might be feeling, with the arrival of a new sibling, for example. Staff create a superb learning environment where children can use high-quality resources to shape and create their own play ideas. Staff thoughtfully combine different resources so that children can manage their play by themselves. For example, there are sand-timers by the ride-on toys so that children can manage turn-taking, and magnifying glasses next to items from nature so they can examine them. Many resources support open-ended play, such as blocks of wood that can be adapted to be a tower or hill or steps. This means that children can be very independent and imaginative in their play inside or out of doors.

Children have exemplary opportunities to learn about how to keep healthy. Meals and snacks include only healthy foods so that children have a balanced diet over the day. Staff talk about how food is good for them, drawing links between how thirsty they are and how busy they have been. This helps children to have a great understanding of how their

bodies work, and what they need to stay healthy. Children have exemplary opportunities for self-care as staff consistently teach them how to serve their food and cut things up safely. Similarly, children follow strict routines for hand washing and spontaneously go to wash before snack time, or after messy play. Staff are vigilant to teach children the skills to manage their personal safety in terms of how and when to climb, how to use scissors and knives for example. As a result, children learn very strong habits.

Children's behaviour is extremely good. Staff encourage children to think about the nursery rules in very wide-ranging ways. For example, they ask children to think about what can be pushed such as buggies and trolleys, and that people should not be pushed. Children have frequent opportunities to learn these rules as staff have simple pictures of the rules on walls and carry a small pocket-sized version. This means that whenever staff need to intervene with challenging behaviour, they can give consistent, immediate messages to support sociable, respectful behaviour. Staff share strategies with parents so that children enjoy coherent support. Children take responsibility for tidying up, and manage their personal belongings very well. They respond well to staff intervention and instruction, and are confident to share their thoughts in group activities. Overall, children acquire extremely strong skills to help them in their future learning.

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

Leaders and managers have an excellent understanding of how to meet the safeguarding and welfare requirements. Policies and procedures are detailed, and staff are extremely familiar with them. All staff have regular training in child protection and know exactly what to do should they have concerns about the welfare of a child. The policies and procedures are shared with parents so that they also understand the duties and responsibilities of staff in the nursery. All staff are checked as to their suitability before they start work at the company. The nursery management has high expectations of staff, which they rigorously pursue at the recruitment stage to make sure they maintain a high calibre team. Senior staff use induction and probationary periods to monitor and support staff in following the clear ethos and aims of the provision. As a result, the staff team display an exceptional ability to work as a team, as they fully understand their role and responsibilities. Staffing ratios are accurately maintained. The manager ensures that she has more staff present than the legal requirements, which means that children enjoy good levels of supervision and support. Documentation is extremely well-maintained as all staff understand how it underpins children's well-being. For example, the designated health and safety officer reviews the detailed records of accidents and incidents each term, immediately passing on any implications for staff practice

The manager is frequently present in the nursery to carry out observations and monitor the work of staff. The company also has senior staff who visit frequently to act as role models and mentors within the nursery. Staff receive regular supervision and feedback on their performance and identify their continuous professional development needs. As a result, staff have excellent, accurate feedback on their skills and also highly effective support to maintain their high standards of teaching. Leaders, managers and staff all use

reflective practice to analyse the provision. For example, they noticed that having an open snack bar arrangement was undermining their ability to give children high quality conversation and interaction. They considered ways to maintain children's independence and choice while regaining the previous opportunities to talk and teach. The new system was then also analysed and monitored to ensure they had achieved their goals. As a result, children benefit from extremely well-considered enhancements to their nursery. The manager enters the tracking data each term to a county-wide database, which enables her to analyse the level of achievement of groups of children. This means she can track how the nursery is supporting the learning of boys and girls, or children with additional needs. Any achievement gaps can be immediately addressed in terms of resources or training. This gives the children exemplary opportunities to make excellent progress.

Parents have excellent opportunities to build a strong partnership with the nursery. They see the learning stories each half term and have regular parents' evenings to meet with the key person and talk about children's progress. Parents also receive newsletters and other information on a regular basis. Staff respond immediately to any concerns that parents raise and have an open-minded and supportive attitude to how they can meet parents' needs. Most parents are very happy with the information they receive and highly value the feedback they get from their child's key person. However, where children attend for the morning only, some key persons may be involved in specific duties which means they are sometimes not so readily available to parents. This has an impact on the frequency and quality of information that some parents receive. Staff have excellent partnerships with other professionals in the community and can quickly source further help and support where children have additional needs. For example, they work closely with speech therapists on shared strategies to support children with communication difficulties. Staff also work with schools to provide information about children's attainments and learning styles to support children's transfer to 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	EY380111
Local authority	Kent
Inspection number	959606
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	76
Name of provider	Thanet Early Years Project
Date of previous inspection	15/01/2009
Telephone number	01843 855570

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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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