

# Hadlow Garden Day Nursery - Kinder Group Limited

Court Lane, Hadlow, Kent, TN11 0DU

<b>Inspection date</b>	22/05/2014
Previous inspection date	16/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Staff provide a broad range of experiences in a well-resourced environment, supporting children's learning well.
- The manager has a clear vision for improvement and leads a staff team committed to developing the provision to ensure positive outcomes for children.
- Staff use very good teaching techniques as they join in with children's play and learning.
- Staff form very positive and caring relationships with children, ensuring that children are happy, confident and feel safe and secure.
- Partnerships with parents are strong and promote children's well-being very well.

### It is not yet outstanding because

- Staff do not consistently ensure that children do not have to stop their play, or wait when joining in whole group activities.
- Staff do not take every opportunity to encourage children to make independent choices.

## 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 carried out observations across the main activity rooms and the outside area.
- The inspector spoke to parents, children and staff within the setting and took into account their views.
- The inspector viewed planning documentation and the children's assessment records.
- The inspector met with the setting manager to discuss the leadership and management of the provision and invited the manager to carry out a joint observation.
- The inspector checked the suitability of staff, qualifications, risk assessments and safeguarding policies, the setting's self-evaluation form and setting improvement action plan.

## Inspector

Penny Mead-Topley

## Full report

### Information about the setting

Hadlow Garden Day Nursery was first registered in 1999 and is managed by Busy Bees Day Nurseries Limited. The nursery operates from one building located in the grounds of Hadlow College, in Hadlow, Kent. The surrounding area is rural. There are four playrooms for differing ages, two bathrooms, a kitchen, an office and a large, enclosed outside area. The nursery operates from 7am until 6pm, Monday to Friday, 52 weeks a year. The nursery is registered on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. There are presently 70 children aged from six months to four years on roll. The nursery can support children with learning difficulties and/or disabilities. There are 11 staff who work directly with the children, all hold of whom relevant early years qualifications at a minimum of Level 3. The manager has an Early Years Teacher qualification. The nursery provides funded early education for three- and four-year-olds. The nursery receives support from Busy Bees' head office and the local authority. Access to the premises, including parking, is good.

### What the setting needs to do to improve further

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

- give time for children to pursue their learning without interruption, and to return to activities
  
- find even more opportunities for children to develop their independence and have control over their learning.

### Inspection judgements

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

Staff effectively promote and support children's learning and development. All staff are well-qualified and use their knowledge to provide stimulating and exciting experiences for children. The key person regularly observes children in their play and uses these observations to plan appropriate next steps in children's learning. Staff and parents work closely together in order to effectively meet children's individual needs, particularly when a young baby starts at the nursery. Staff find out about all children's needs and interests when they start through information they gain from parents. This means that they meet all children's needs from the outset. As a result, children settle quickly because they feel safe.

Staff track children's progress effectively, across all areas of learning. As a result, all children make good progress relative to their starting points. They share this information

with parents so that they can support their learning at home. Parents also contribute to their children's assessment records. Staff produce summative progress records periodically including the statutory check for two-year-old children, which includes details of progress on children's physical, communication and language and personal, social and emotional development. Children with special educational needs are supported very well and integrate fully in the nursery and the routines of the day. With support from parents and other professionals, staff devise individual education plans to provide suitable programmes to support children's learning and well-being.

Staff understand the importance of physical play and exercise in the fresh air. As a result, outdoor play is planned well and all children, including babies who are not mobile, are eager to engage in the varied activities and equipment staff that arrange for them. Children are active as they explore natural materials, including a mud kitchen and a wildlife area. They develop their coordination and strength, and learn to take measured risks, as they ride bikes and climb and balance on a variety of equipment. They also have opportunities to rest and relax outdoors, for example, in a cosy book corner. However, due to the routine, children sometimes have to wait too long when moving from one area of the garden to another, missing some valuable learning experience time. Indoors, children are able to lie on the floor to use blocks and bricks and small world toys or to listen to stories. Babies, both mobile and non mobile, have space to experience and develop their coordination and walking skills.

Children have many opportunities to develop mathematical skills. Staff interact with children and discuss different mathematical concepts as they count and group play food items, sort bricks by size and learn about shape, space and pattern as they challenge themselves to complete jigsaws. Children see and identify numbers in the environment, in the displays that staff make of children's work, for example. Staff sit with children and support them in understanding. They encourage children to 'have a go' and praise them for their efforts. They talk appropriately to children and ask open-ended questions that extend the children's thinking. Consequently, children become keen learners.

Children are well supported in their transitions throughout the setting and when moving on to school. Children visit the local schools so that they are familiar to children before they start. This helps to prepare children for the next stage in their learning. Staff are thoughtful in their planning for the children's next move and cooperate well together and liaise with parents to ensure a smooth and effective transition. Children are happy and secure and benefit from their time at the nursery, through the wide range of experiences and resources available. Because of this children make good progress towards the early learning goals, which prepares them well for school and their future learning.

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

Children feel safe and secure due to familiar staff, routines and the calm, consistent, caring support they receive. This positive interaction develops children's attachments with their key person and other staff, and effectively promotes their well-being, ensuring that children's emotional needs are met well. Children learn good eating habits and can use

cutlery appropriately.

Children are confident and are supported thoughtfully by staff who model behaviour very well, encouraging children to say 'please' and 'thank you' and to be kind to each other. As a result, children behave well and cooperate with each other. Very occasionally however, staff miss opportunities to support children's independence, by encouraging them to pour their own drinks or lay the table at mealtimes, for example.

Staff have a good understanding of individual children's dietary needs, offering different colour coded plates and utensils for those with allergies and intolerances. Staff sit with those with severe allergies, wearing colour coded aprons to alert others that they are attending to those children only at meal times. Children can benefit from healthy cooked lunches, cooked by outside catering, or can bring in a packed lunch. The nursery provides healthy snacks throughout the day, including fresh fruit and vegetables. Children have recently planted seeds in their growing area and they talk about eating what grows, which promotes their understanding of the world and about healthy eating.

Staff encourage an understanding of good hygiene practice, children wash hands when they come in from the garden, before eating and after using the toilet and know why they need to do so. This supports their growing independence and self-help skills and promotes their future well-being.

The nursery environment both indoors and out is welcoming and well resourced. Children are able to make choices in their free play as most equipment and resources are on the floor, low level tables or displayed in low shelving. This encourages their independence and develops their self-confidence and ability to make decisions for themselves. It prepares children well for their move on to school.

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

The leadership and management team is very strong. The manager and staff team have a very clear understanding of all the requirements of the Early Years Foundation Stage and are fully committed to driving improvements across the nursery.

There are effective systems implemented to maintain children's safety, welfare and well-being. Staff undertake relevant safeguarding and paediatric first aid training to strengthen their knowledge and ensure that children are safe. The recruitment procedure is robust and staff are vetted, references are sought and DBS checks are carried out prior to staff working with children. Effective 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 entry into the setting and not to use their mobile phones in the nursery. Staff have a good understanding of the procedure to follow should they have any concerns regarding children in their care. The management team implements the procedures well and follows guidance from the local authority. Policies and procedures are

reviewed regularly to ensure that they continue to meet the statutory requirements and children's needs. The premises are secure and visitors are identified before allowing entry to where the children spend their time. Daily risk assessments are completed to ensure hazards are minimised.

The manager is committed to There is a highly positive working relationship between all those involved in the nursery. All staff aim to ensure that they are supporting, enhancing and promoting all aspects of learning and development fully, for every child. The manager carries out regular, high-quality professional staff supervision to support staff development and to identify training needs. Staff attend a variety of courses to enhance their skills and knowledge. The manager makes consistent and focused evaluations of the impact of staff practice on outcomes for children. Management has a clear action plan for developments that will have a positive impact on children's learning experiences. Parents are invited to contribute their ideas for improvement. For example, a garden plan is displayed and parents are asked to contribute ideas for enhancing the different areas within it.

Relationships with parents are good. Parents report that staff are 'very friendly and approachable and 'know my child really well'. Management has invited parents to join a parents' forum, to enable parents to become more involved in the nursery and to have a greater say about the experiences offered to the children. The manager has developed strong relationships with outside agencies and professionals. Staff work effectively with outside professionals to ensure that individual targets for children are appropriate and that children receive all the support they need to make the best possible progress. This means that all children enjoy and achieve well in the nursery.

### 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

<b>Unique reference number</b>	127216
<b>Local authority</b>	Kent
<b>Inspection number</b>	836209
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Kinder Nurseries Ltd
<b>Date of previous inspection</b>	16/02/2009
<b>Telephone number</b>	01732 850777

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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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